

# MATHEMATICS



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# . 2023 CALENDAR .

## January

5 M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

## February

S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 16 19 20 21 22 23 24 25 26 27 28

### March

5 M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

## April

S M T W T F S

1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30

### May

5 M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

### June

\$ M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

### July

5 M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

### August

5 M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

### September

5 M T W T F 5 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

### October

\$ M T W T F \$
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

### November

5 M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

### December

5 M T W T F 5 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

# **Hundred Chart**

10	9	8	7	6	5	4	3	2	1
20	19	18	17	16	15	14	13	12	11
30	29	28	27	26	25	24	23	22	21
40	39	38	37	36	35	34	33	32	31
50	49	48	47	46	45	44	43	42	41
60	59	58	57	56	55	54	53	52	51
70	69	68	67	66	65	64	63	62	61
80	79	78	77	76	75	74	73	72	71
90	89	88	87	86	85	84	83	82	81
100	99	98	97	96	95	94	93	92	91

# Chapter





Pacing Guide

Lessons: (61-65) A Counting by ones and tens up to 100

Lesson: (91-65) # Comparing the lengths

Lessons: (61-65) C Measuring the lengths using non-standard units

Lessons (K1-65) @ Comparing positions of objects

#### Learning outcomes:

- Count by ones and tens up to 100.
- Compare the lengths of two objects.
- Arrange three objects in order from the shortest to the longest.
- Measure objects by non-standard units.
- Compare the lengths of several objects.

 Describe the position of objects using the terms: up, down, in, out, left, right, behind, in front of, above and become

Lessons: (668-67) Ordinal numbers

#### Learning outcomes:

 Describe the position of objects using ordinal numbers from the 1° to the 10°.

#### Lesson: (68) One more and one less

#### Learning outcomes:

Find one more and one less than a number between 2 and 99.

Lessons: (69&70) Money

#### Learning outcomes:

Identify similarities and differences between L.E. 1
 and L.II 10 notes.



# (A) Counting by ones and tens up to 100



# Activity 1 Look at the picture above and circle the correct number:



9 12 10

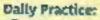




10 20 15



3 4 7



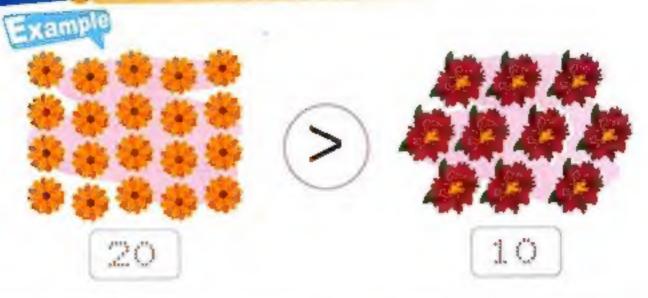
 Encourage your child to look at the calendar in his/her room and ask him/her to draw a circle around the day in which school began.
 Key words:

Count - Ones - Tens.

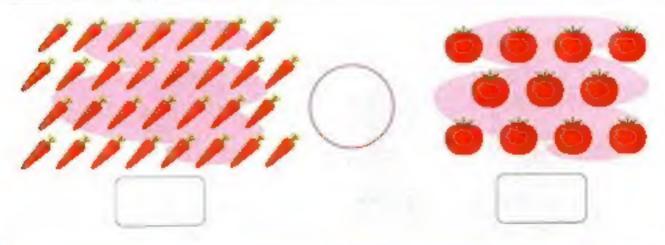




## Count and compare using ((, ) or =):









 Help your child count the number of objects in each picture in ones and tens, then ask him/her to compare them.





# Count and write the missing numbers: 15) 24 26 (82) (96)

#### Parents' Tips:

- Give your child a group of beads, rice or beans and ask him/her to count them in ones and tens.
- Ensure that your child carr count numbers in ones and tens up to 100 and help him/her find the hidden numbers.

# Activity (4) Count and match:



0















Counting numbers by ones and tens up to 100.











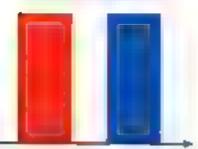
# (B) Comparing the lengths



The length of an object means how long it is.

Lengths of two objects can be:



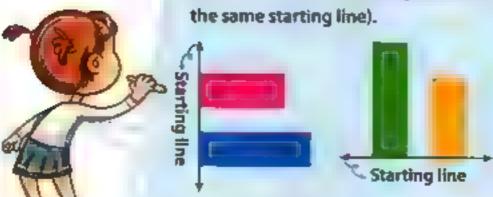


 The red bar has the same length as the blue bar. different lengths



- The green bar is longer than the yellow bar.
- The yellow bar is shorter than the green bar.

 To compare the length of objects is to line them up (it means each object has to start at the same starting line).





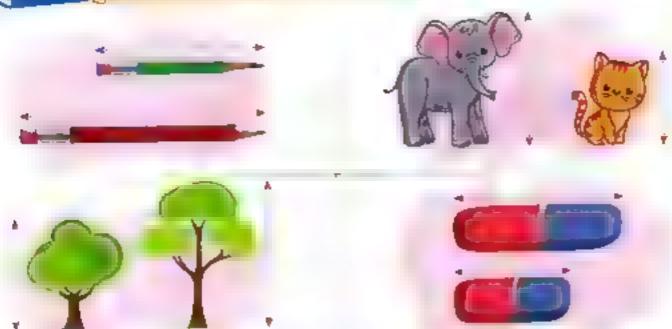
#### **Daily Practice:**

 invite your child to count the days spent in school and ask him/her to draw a circle around the day he/she passed in school in the calendar.
 Key words:

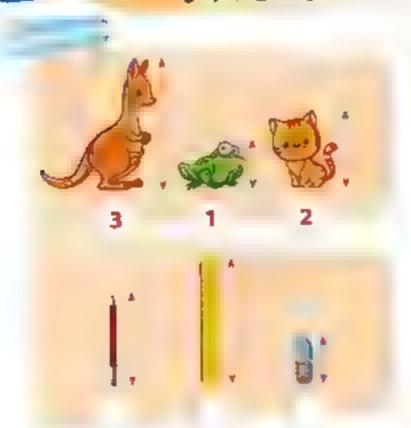
Shorter-Longer

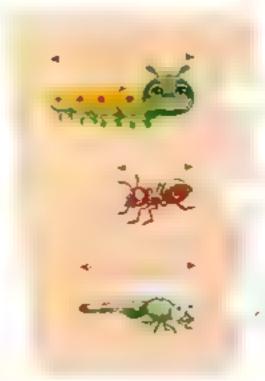


# Circle the object which is shorter:



Order the objects from the shortest to the longest by writing 1 , 2 , 3 :







Invite your child to compare some different lengths of objects around him/her.

 Help your child to order lengths of some different objects in his/her room from the shortest to the longest.





# Order by writing 1, 2, 3 in circles, then complete:

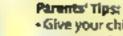
# Train Bus Саг The car is shorter than the and The train is longer than the and the · The bus is longer than the , but it is shorter than the

# Look at the pictures, compare, then complete:

Goose

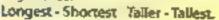
- STP			
• The longest animal is	the —		
• The sheep is longer that and the	an the	, but it is shorter th	an the,
The order of the anima	is from the longe:	it to the shortest is:	
, ,,		and .	

Sheep



Elephant







Horse





or more persons.

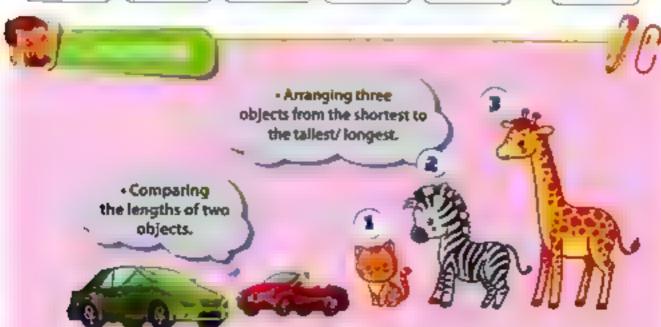
# Activity (9) Look at the picture, then complete:



- Noha is shorter than
- Zeyad is taller than
- Habiba is taller than
- The order of the children from the shortest to the tallest is:



and



- How to compare and arrange lengths of several objects.
- The word "taller" is used to compare two lengths of two persons.
- The word "longer" is used to compare lengths of two objects.





# (C) Measuring the lengths using non-standard units



We can use different units to measure lengths of objects.



The length of the pencil is \$



The length of the pencil is 6



The length of the pencil is 4

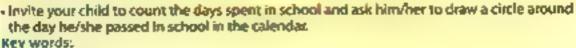


- · These units are called non-standard units.
- When we use different units to measure the length of the same object in fact its length doesn't change but the number of the used units changes.



The length of the pen is

#### Daily Practice



Non-standard unit Different Fixed.









### Measure the length of each object by using the shown unit:





The length is



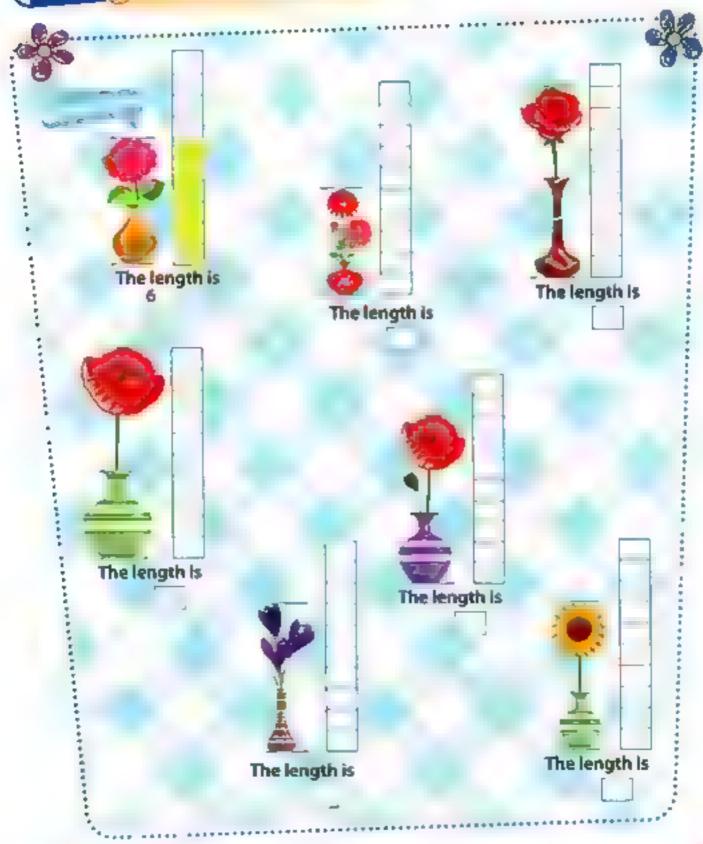
#### Parents' Tips:

 Encourage your child to use some non-standard measurement tools to measure some objects as a spoon, pencil, book, and so on.





# Color and write the length:





- Encourage your child to color the number of which represents the length.
   Give your child a set of 3 objects of different lengths and ask him/her to compare their lengths.







Measure the length of each object by using the given units, then choose the correct answer:

<u>OBJECTS</u>	0	***		length of t change?
	5	8	Yes	No
			Yes	No





- Using different units for measuring the lengths of objects.
- Understanding that the length of an object doesn't change when measured by units of different lengths but what's changed is the number of units as follows.

The length of the pencil = 6 C

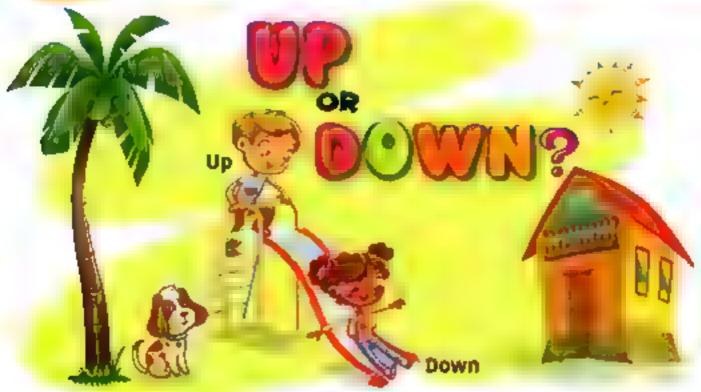








# (D) Comparing positions of objects



Activity (13 Look at the picture above and color the correct word:



is up / down the





is up / down the





is up / down the





 invite your child to look at the calendar, then count the days spent in school and ask him/her to draw a circle around the day he/she passed.



Up - Down - Position







## Activity (13) Color the correct word:



The house is to the right / (left) of the boy.



The house is to the right / left, of the boy.



The tree is to the right / left , of the boy.



The tree is to the right / left of the boy.



#### Parents' Time

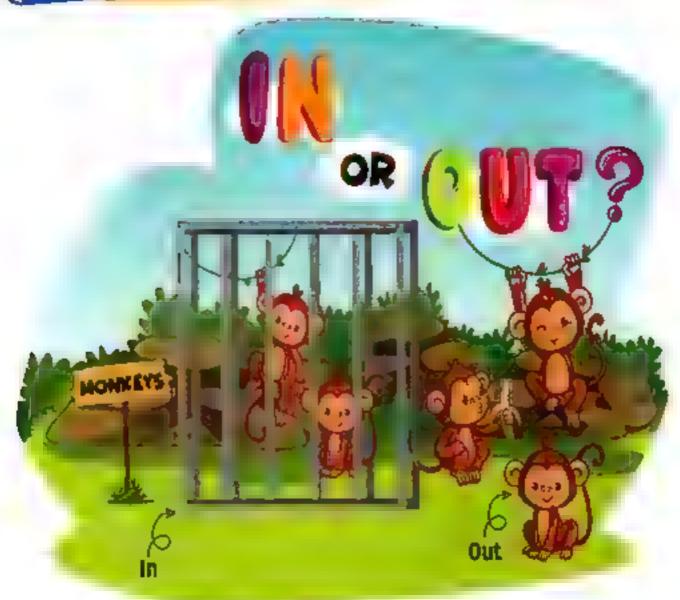
Help your child learn the positional words "right" and "left" of his/her two hands.
 Key words:

Right - Left





Activity (1) Look at the picture, then answer:



How many monkeys



are in the cage?



How many monkeys @



are out of the cage?







write your child to learn the positional words "in" and "out" through objects around him/her.
 itey words:
 in - Out.





The dog is in front of the tree.

- The cat is behind the tree.



- The plane is above the girl.

The ball is below the glrl.

The girl is on the ball.



 Help your child learn the words of position "In front of", "behind", "above", "on" and "below" using some objects in his/her

Key words:

Above - On - Below - In front of - Behind





# Activity (13 Color the correct position:



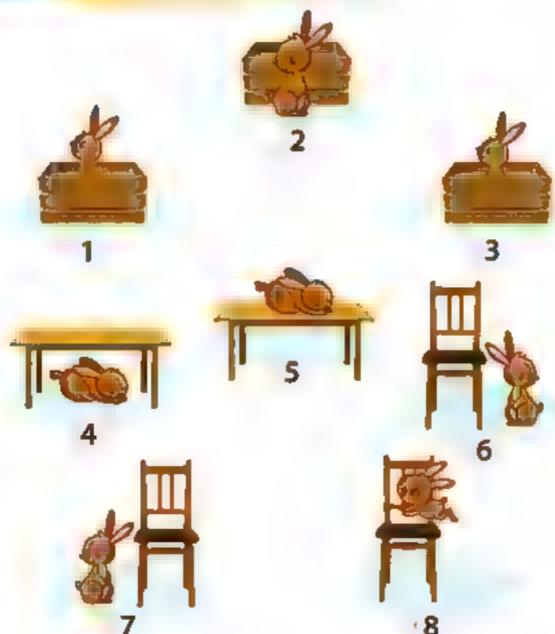
- The basket is on below the table.
- The carrots are out in the basket.
- The orange cat is to the left right of the brown cat
  and to the left right of the white cat.
- The dog is in front of behind the tree.
- The donkey is in front of behind the tree.
- The frog is above below the table.







Observe the position of the rabbit, then write the suitable number to each word in the circle:



right

in

left

in front of

behind

Offi

below

above



Parents' Tips:

Ensure that your child can describe the positions of the objects.





# (Activity (13

# Observe the position of the ilon relative to the tree, then match the correct word:







o Left o



C Behind O





Describing the positions of objects using the terms "up","down", "in",
"out", "on", "left", "right", "behind" and "in front of".





# Ordinal numbers

The ordinal number tells the position of an object relative to another object or a group of objects.



The blue car



is the sixth racer.

The red car



is the first racer.



Daily Practice:

 Ask your child to look at the calendar and observe the order of days of the week and draw a circle around the day he/she passed

Key words:

Ordinar number - First - Second - Third - Fourth - Fifth - South - Seventh - Eighth - Ninth - Tenth





# Activity (

### Observe the picture, then circle the correct order of each child:



The same	2nd	4th	3rd
3	Second	Fourth	Third
	121	Sth	
	First	Fifth	Fourth
	1st	4 <sup>th</sup>	3/d
1 2 P	First	Fourth	Third
Con l	3rd	1 st	2nd
	Third	First	Second
	188	4th	5th
E 2	First	Fourth	Fifth





Discuss with your child the use of ordinal numbers in everyday life.



### Activity 2 Match:































Let your child match the ordinal number with its word form,







### Write 1\*, 2nd, 3nd, 4th and 5th under the correct picture, then complete (Start from right to left.):











- The lion is in the \_\_\_\_\_ place.
- The cow is in the \_\_\_\_\_
- The dog is in the \_\_\_\_\_ . place.
- The frog is in the \_\_\_\_\_\_ \_ place.
- The cat is in the \_\_\_\_\_ place.



Activity (2) Color the cars according to the given ordinal number (Start from left to right.):























































Parents' Tips:

Let your child color the objects according to their positions using the ordinal numbers.



# Activity (5 Look at the pictures, then match according to the ordinal number ( Start from down. ):





Parents' Tips:

· Let your child discover the order of each object.







Order the events of the daily routine using ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup>):

I wake up.



I clean my teeth.





I go to bed.





I have breakfast.





Write the ordinal number in its word form:



tenth













Parents' Tips:

 Help your child use ordinal numbers (1", 2", 3", 4", 5" and 6") to order the events of his/her. daily routine.







How to describe the positions of objects using ordinal numbers from 1<sup>st</sup> to 10<sup>th</sup>.







# One more and one less



(Autivity

Look at the picture above, then color the correct word:



is One more / One less than





is One more / One less than





 Ask your child to look at the calendar and observe which day comes before/ after and which month is before/ after

Key words:

One more - One less







### Write one number more and one number less:



11 is one less than 1;

13 is one more than 12



is one less than

is one more than



is one less than

is one more than



is one less than

is one more than -



is one less than

is one more than



Look at the flowers in the 2<sup>rd</sup> vase, then draw a number of flowers which is 1 more than it in the 1<sup>rd</sup> vase and 1 less than it in the 3<sup>rd</sup> vase:









#### Parents' Tips:

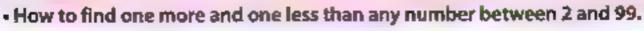
 Give your child some numbers between 2 and 99, then ask him/her to find one more and one less than each number.





# Activity (2) Use the numbers in the train, then complete:













Our currency in Egypt is the Egyptian pound and it takes two forms,

#### Coins

1 pound







# Banknotes

1 pound

L.E. 1



10 pounds

L.E. 10











#### Daily Practice:

 Ask your child to count the days of school and draw a circle around the day he/she passed in the calendar.

Key words:

Pay - Pound - LE - Money





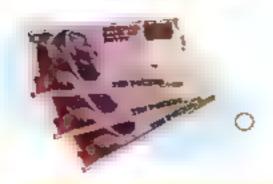
# Match the equal amounts:















- Help your child count the amounts of money and ask him/her to match the equal amounts.
   Invite your child to assist you for counting money to buy some items.

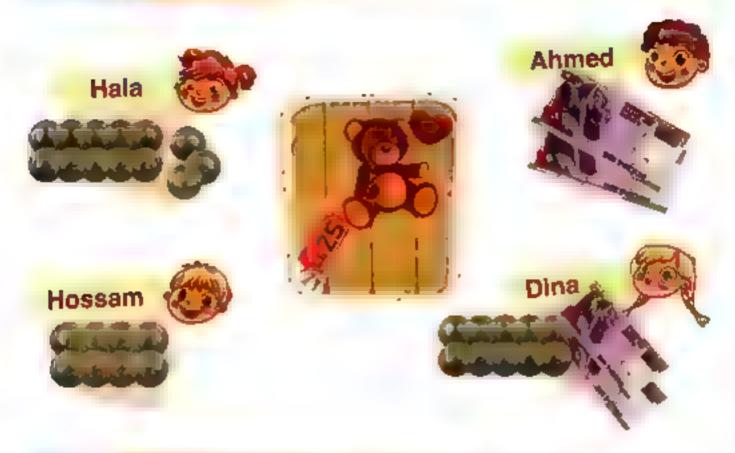




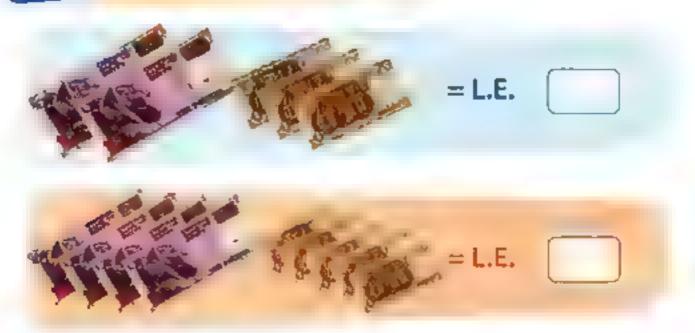




#### Circle the child who can buy the teddy bear:



# Activity (3) Write the amount of money in each figure:





#### Parents' Tips:

- Encourge your child to count the amount of money which each child has and determine who can buy the toy.
- Encourage your child to count the money with you when buying some objects.







#### Circle the amount of money you need to buy each object:

















































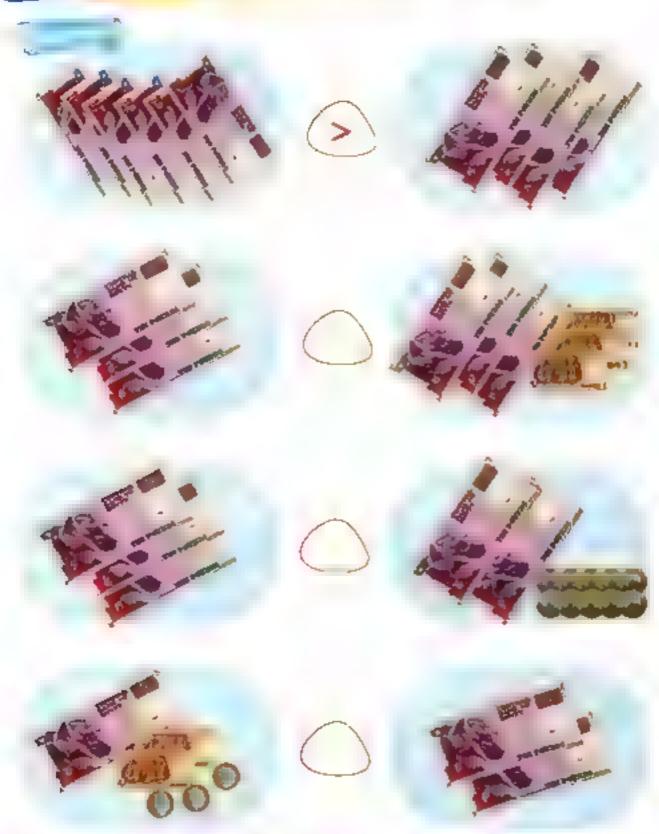


#### Parents' Tips:

- Let your child count and circle the amount he/she needs to buy some objects.
- Invite your child to observe how to use money in daily life.









Parents' Tips:

- Ask your child to help you count some amounts of money and compare them.





# (Activity (3

# Look at the following prices, read the questions, then color the correct word:





Can you buy the kite?









Can you buy the car?









Can you buy the book?





No





 take your child to any shop and give him/her some money and ask him/her to choose some thing he/she can buy using the given money.





Hesham and Ali visited the Zoo. If the price of the ticket was L.E. 15, what would be the total amount that Hesham and Ali paid?

Hesham paid pounds and Ali paid the total amount that Hesham and Ali paid was

pounds.



- Identifying similarities and differences between L.E. 1 notes and L.E. 10 notes.
- Counting 1 Egyptian pound notes and 10 Egyptian pounds notes.
- Calculating how to pay money to buy the items up to L.E. 50.









# **General Activities** on Chapter







#### Look at the picture and answer:



How many ? How many 2





#### Circle the second toy and underline the 5th toy:

















#### Notice and circle:

Circle the dog which is on the table.



Circle the apple which is in the box.







Circle the ball which is below the cat.



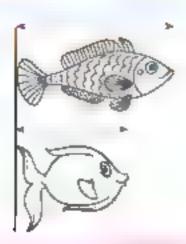




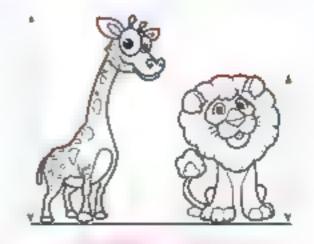


#### (4)

#### Read and color:



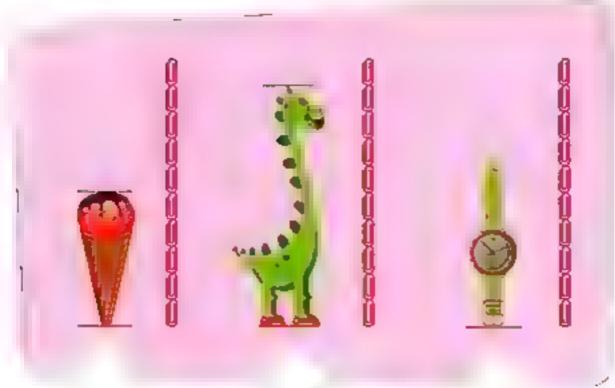
Color the longer fish.



Color the shorter animal.

# Measure the lengths of objects in each figure, then write 1, 2, 3 to order them from the shortest to the longest:



















Start from left to right.

Color the second rooster in orange, the fourth in green and the fifth in yellow:











Color the first ball in red, the second in orange and the fifth in yellow:











Circle the group in each row that is one less than the number and underline the group that is one more:























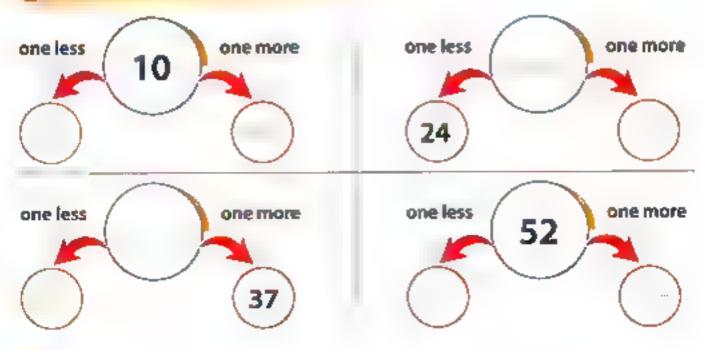




# Tick (🗸) if the amount of money is enough to buy each item and tick (X) if the amount isn't enough:



#### (i) Complete:







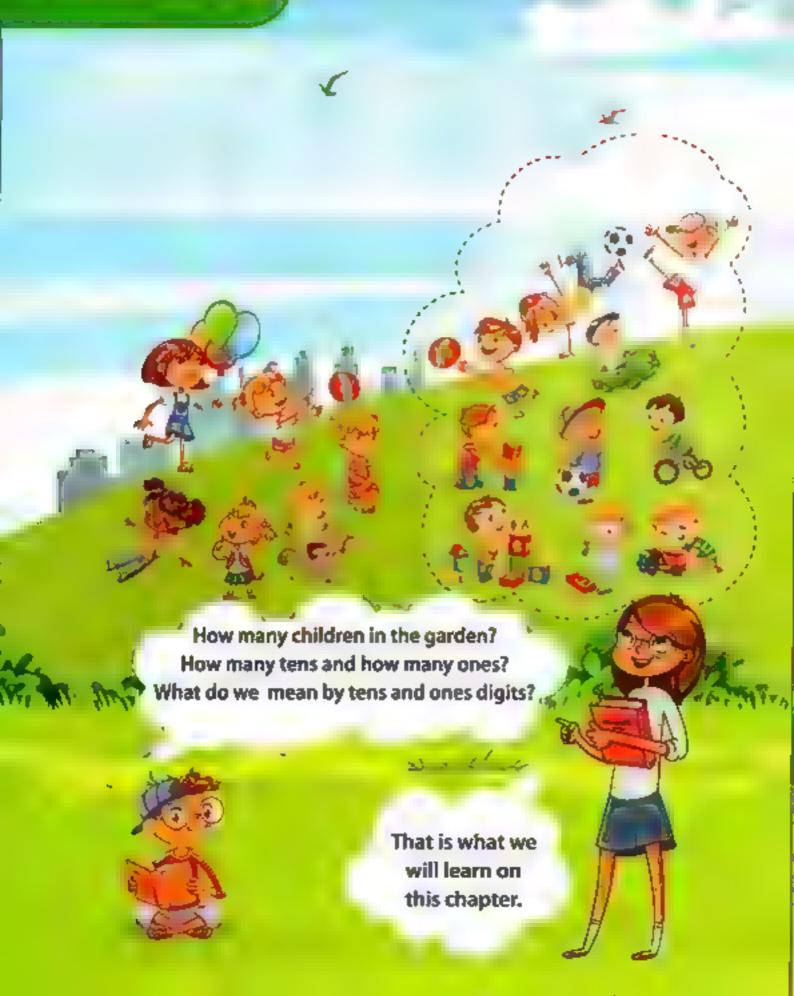
• Measure from • to • , then write your answer in the :

Use forks for measuring.



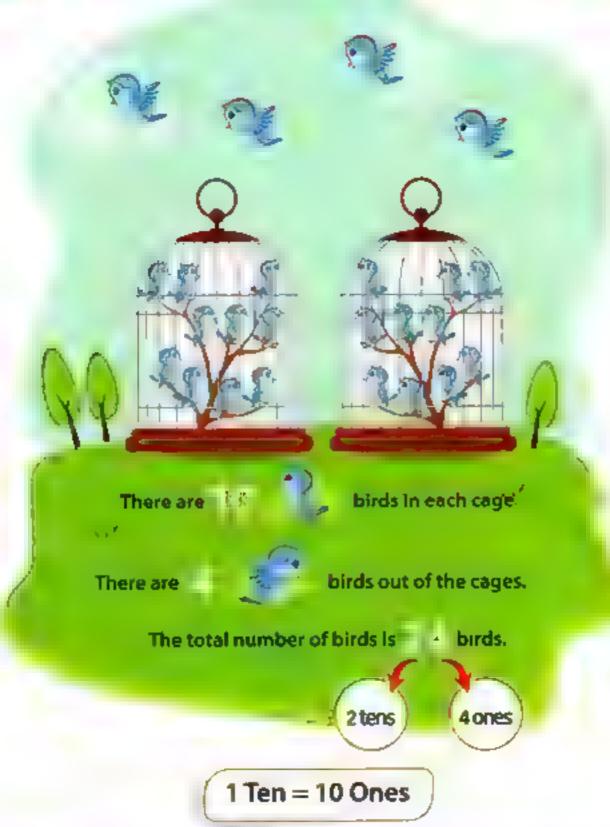








# Representing a two-digit number as a quantity of tens and ones





 Invite your child to look at the calendar in his/her room and count days of school, then ask him/her to draw a circle around the day he/she passed in school.
 Key words:

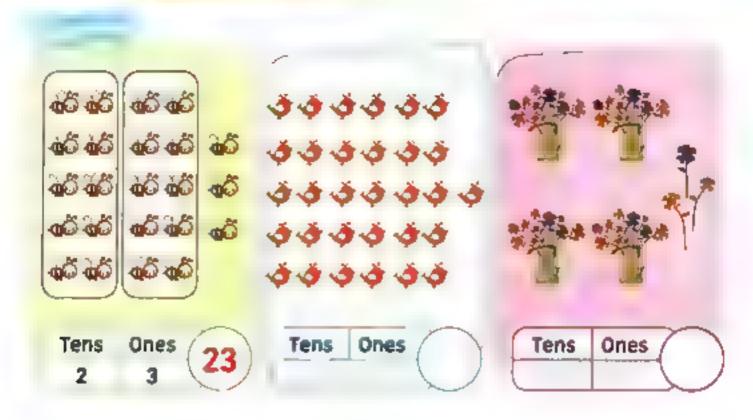
Tens - Ones - 2-digit number

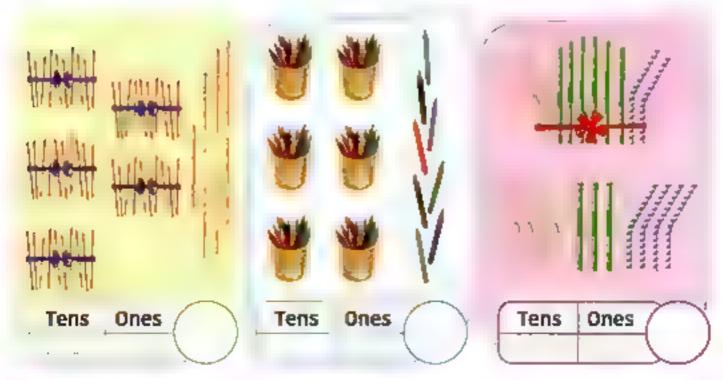






#### Circle the sets of ten objects, then complete:







Parents' Tips:

 Ensure that your child can understand that a two-digit number represents an amount of tens and ones.

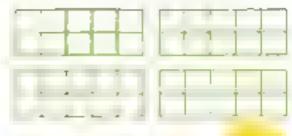


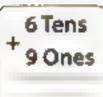


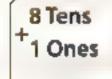


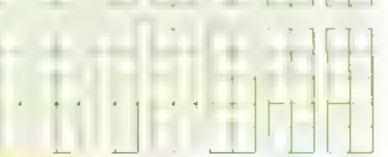
# Write the number, then draw dots in the ten frames to show the given numbers:





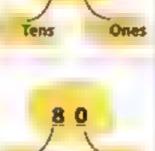






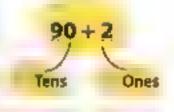
# Addivity (3) Complete:

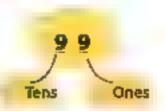


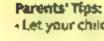


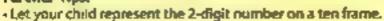








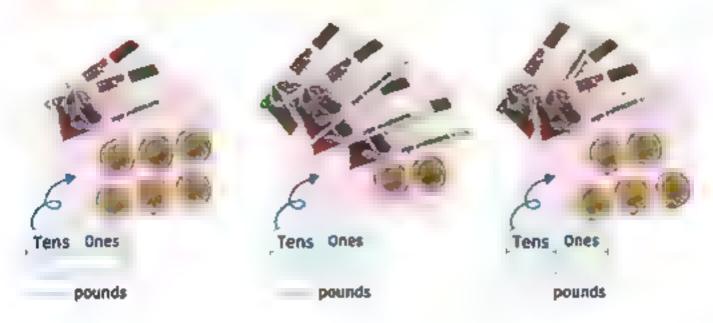


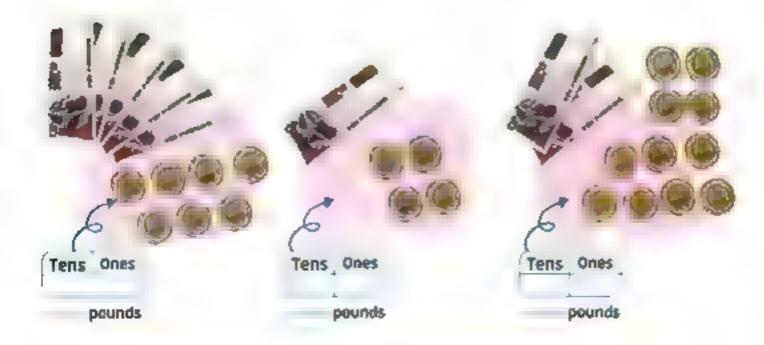






#### **How many pounds?**









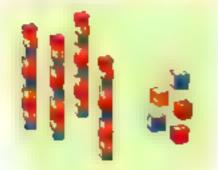
Parents' Tips:

 Assist your child to use some notes of 10 pounds and some coins of 1 pound to make some amounts of money which consist of tens and ones pounds as 37 pounds, 25 pounds, 44 pounds and so on.





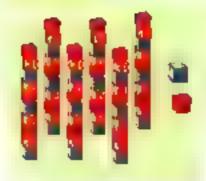




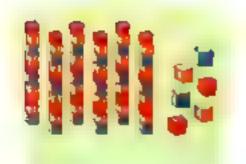




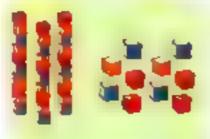
Tens Ones



Tens Ones



Tens Ones



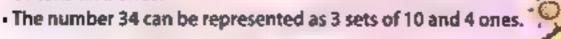
Tens Ones



Tens Ones



 The two-digit number can be represented as a quantity of tens and ones.















# The ones and tens

We have studied before that we can represent 10 ones as 1 ten:





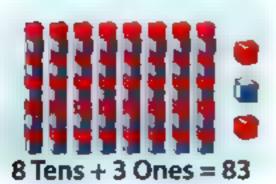
Let us represent 54 using the previous note.

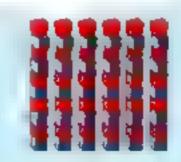












6 Tens + 0 Ones = 60



**Daily Practice:** 

 Invite your child to count the days of school and ask him/her to draw a circle around the day he/she passed in the calendar.

Key words. Ones-Tens

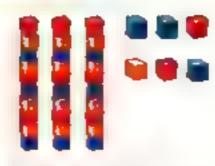








4 Tens + 5 Ones 40 + 5 45



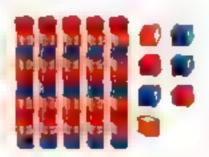
Tens + Ones



- Tens + - Ones



Tens + Ones



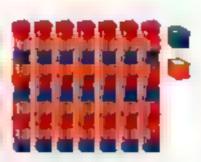
Tens + Ones



Tens + Ones



Tens + Ones



Tens + Ones



Tens + Ones

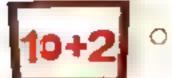


Give your child 28 cubes and ask him/her to count them as tens and ones.

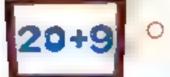


































Parents' Tips:

Give your child many cards, each card carries a two digit-number and ask him/her a question
about the number like how many tens and how many ones which the number contains.





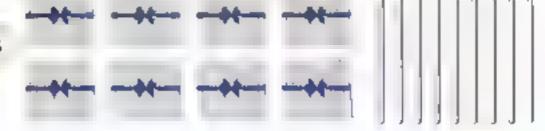


#### Write the number, then color according to the number:

7 tens + 8 ones

CERCE CERCE CERCE COCOCC

6 tens + 2 ones



5 tens



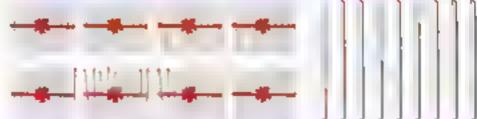
2 tens + 3 ones



4 tens + 1 one



9 ones + 8 tens



#### Parents' Tips:

- Give your child 3 cards, each card carries the number of tens and the number of ones, then ask him/her to color according to each number.
- Guide your child to determine the value of each digit in the two-digit numbers.







#### What is the number?



It has 3 tens and 7 ones.





It has 4 tens and 8 ones.



It has 8 tens.



It has 6 tens and 2 ones.



It has 9 ones.



It has 5 tens and 1 ones.



- How to represent tens and ones by using bars and blocks.
- The two-digit number represents an amount of tens and ones.







# Value and place value

#### In the number 43

My place value is ones My place value is tens My value = 40 My value = 3 The value of each digit in the number depends on its place.



#### Observe the previous picture, then complete:

- The place value of the digit 7 is ..... and its value = ----
- The place value of and its value = -----



- The place value of the digit 9 is \_\_\_\_\_ and its value =
- The place value of the digit 2 is \_\_\_\_\_ the digit 0 is \_\_\_\_\_ and its value -



 The place value of the digit 8 is ..... and its value = --



 invite your child to count the days which he/she has been in school and ask him/her to draw a circle around the day which he/she has passed in the calendar.

Place value - Value - Digit



Activity (2)	Complete:

























# (Activity (3)

#### Color the suitable number:



has 5 tens and 2 ones.

51 52 53



has 6 tens and 0 ones.

60, 0, 6





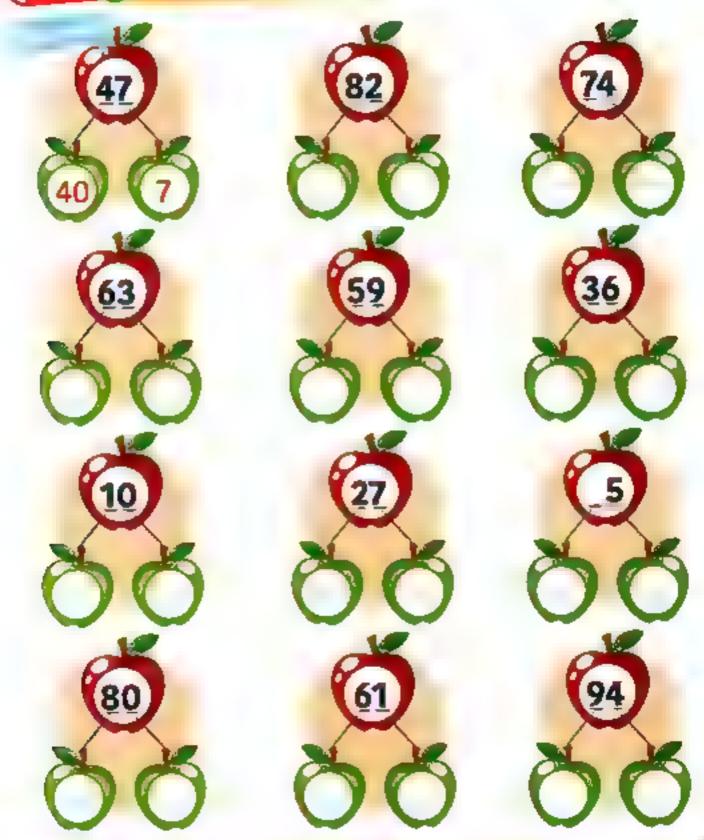
#### Parents' Tips:

- Give your child three bundles of 10 popsicle sticks and 5 single sticks, then ask him/her to count them and tell you the number.
- Assist your child to determine the place value and the value of each digit of many two-digit numbers.





### Addivity (4) Determine the value of each digit:



....



 Give your child two cards, one of them carries the number 63 and the other card carries the number 36, then ask hum/her to reli you the value of the digit 3 in each number and assist him/her to recognize that the value of the digit depends on its place.





#### Color the correct value of the red digit:

23

#### Color the correct place value of the blue digit:

62 Ones

41 Tens

Ones

35 Ones Tens

98 Ones Tens

70 Ones

15 Tens Ones

33 Ones Tens

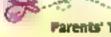
8 Ones Tens

65 Ones Tens

92 Ones Tens

74 Tens Ones

10 Tens Ones



Ensure that your child know the difference between the value and the place value of a digit.





# Activity 7

#### Match:

3 Tens + 4 Ones

60

1 Ten + 9 Ones

0

0



80 + 5

0

C



6 Tens

0

0



9 Ones

0

C



8 Ones + 7 Tens

0

0



90 + 4

0

C



3 Tens + 3 Ones

C

0



1 + 60

0



Parents' Tips:

Let your child represent the number using the value or the place value of its digits.



# Use the numbers to complete: 32 42 37 How to determine the value and place value of each digit in the two-digit number. Its place value is ones. •The value of each digit in the number depends on its place.





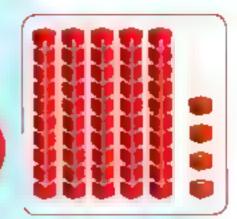


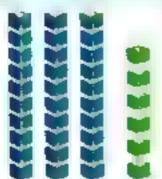
# Comparing two-digit numbers using the symbols (< > or =)



greater than

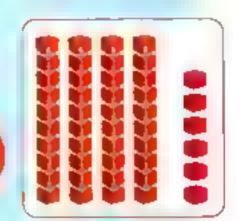


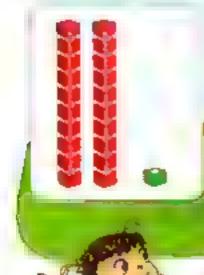




smaller than



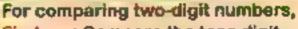




equal (the same number)







First : Compare the tens digit.

Second : If the tens digits are the same, compare the ones digit.



Invite your child to count the days of school and ask him/her to underline the day he/she
passed in the calendar.



Greater than Smaller than - Equal



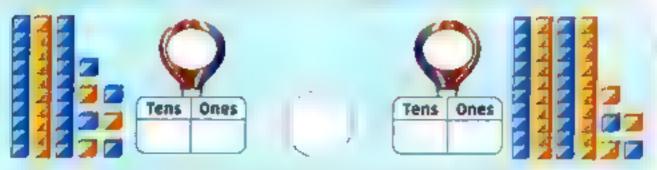




#### Count by tens and ones, then compare using (< , > , =):



 The number which has a greater tens digit is greater than the other.



 The number which has a smaller tens digit is smaller than the other.



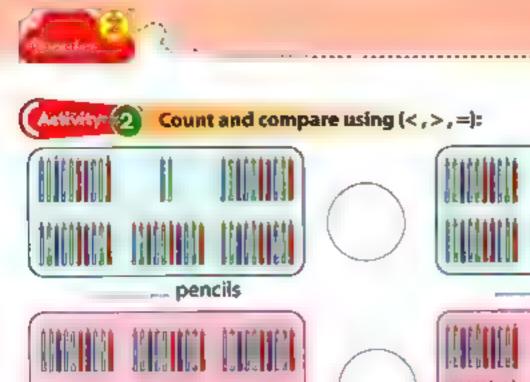
 If the tens digits in the two numbers are the same, then the number which has the greater ones digit is greater than the other.



Parents' Tips:

Assist your child to understand how to use the place value to compare two-digit numbers.





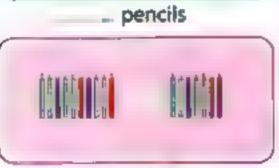


pencils



pencils

pencils







\_ pencils





pencils

. pencils



Parents' Tips:

 Give your child two amounts of some objects which have different numbers and ask him/her to count the two amounts and tell you which amount is greater.

# Activity (3) Color the suitable sign (<, >, =):

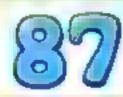
3 tens and 7 ones

73



5 tens and 2 ones





Adivity (4) Color the correct answer:

(a) (a) (a) (a) (a) (a) (a) (a)





54 >

39 60 55

36 <

32 30 3

= 43

34 43 35

> 61

60 56 72

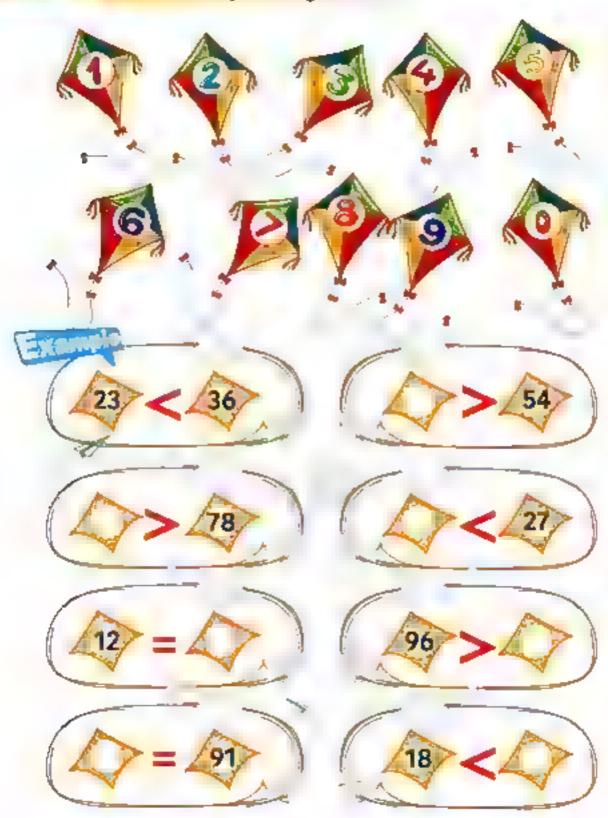






# (Addivitys 5

# Use the shown numbers on the kites to create a greater, smaller or equal 2-digit number:





Show a two-digit number to your child in a piece of paper and ask him/her to create
a number which is greater than this number and then another number smaller than it.





# Color the circle according to the correct number (use each circle one time):



63	49	18	
40			

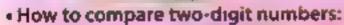
13	20	14



	<	86
77	=	
00		

81	12	10
	<	22
10	=	
	>	18





If the tens digit of the first number is less than the tens digit of the second number as 47 and 57, then:

If the tens
digit of the first
number is greater
than the tens digit
of the second
number as 63 and
36, then:

If the tens digits of two numbers are the same as 26 and 24, we will compare the ones digits.

If the tens digits of the two numbers are the same and the ones digits are the same as 75 and 75, then:

$$75 = 75$$

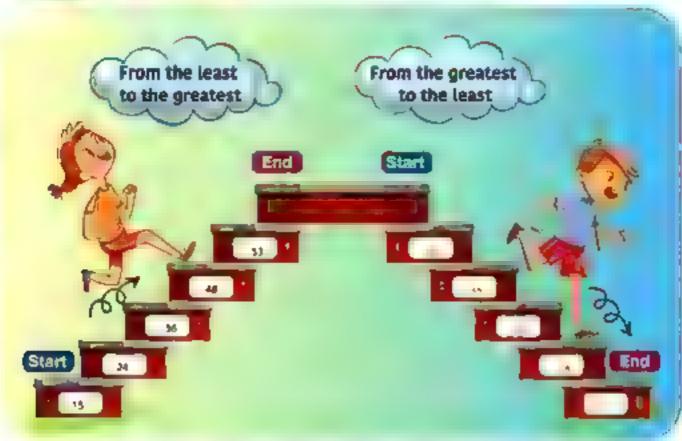
- How to use the place value to compare between two-digit numbers.
- How to create a number which is greater than or less than another number.







# Ordering four or more two-digit numbers



### -The numbers in order from the least to the greatest are:

### The smallest



### "The numbers in order from the greatest to the least are:

### The greatest



#### **Daily Practice**

- Invite your child to count the number of days which he/she has been in school and ask him/her
  to point at the day he/she has passed in the calendar.
- Ask your child to count the days of months and compare them.
   Key words:

Order - Smallest - Least - Greatest







### Order the numbers from the least to the greatest:

32, 90, 47, 43 and 16

< < < <

79, 72, 78, 70 and 17

< < < <

19, 56, 81, 18 and 30

< < < <

## Activity 2

Order the numbers from the greatest to the least:

27, 25, 64, 60 and 90

> > >

41, 51, 81, 31 and 71

> > >

36, 32, 40, 38 and 35

> > >



Encourage your child to order some numbers from the least to the greatest and ask him/her to order them from the greatest to the least too.







### Order the following numbers:



The order from the greatest to the least is



The order from the least to the greatest is



Activity: (4)

### Write the following numbers in order:



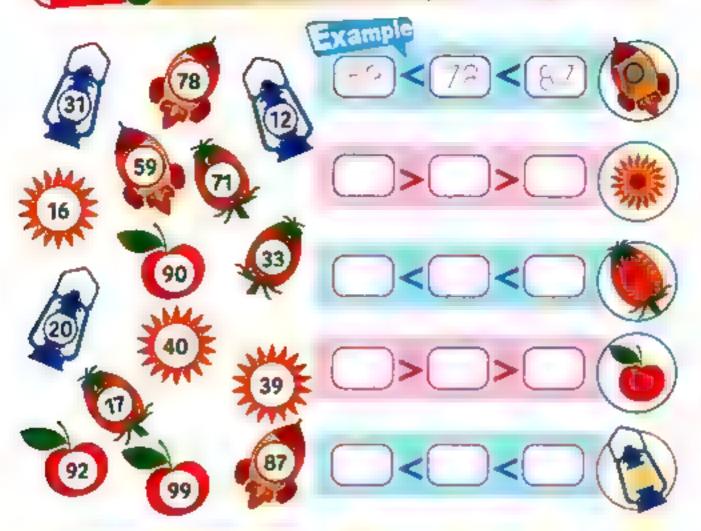


 Give your child 4 cards of different two-digit numbers each and invite him/her to order them from the greatest to the least.

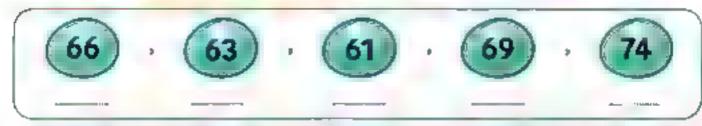


Lessons 78&79\_

## Addition 5 Put the numbers for each object in the required order:



# Rewrite the given numbers starting from the greatest to the least:





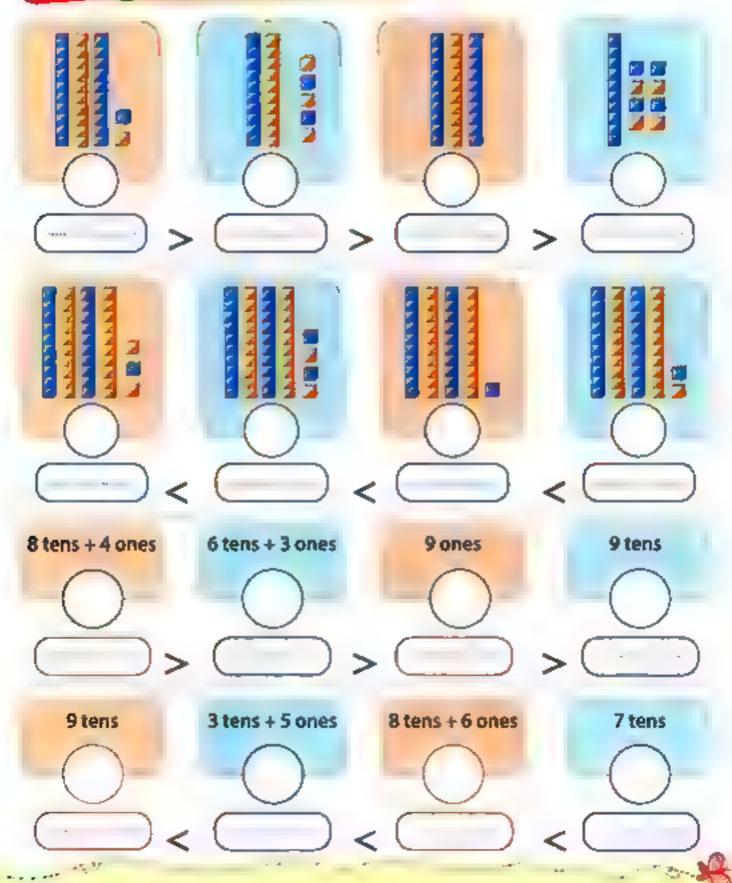
#### Parents' Tips:

 Help your child notice the ones digit and the tens digit, then ask him/her to order the numbers.





## Addition 7 Find the number, then order:



Parents' Tips:

Let your child find the number and write it, then order according to the given signs.

Complete the missing numbers to help Ali reach his house;



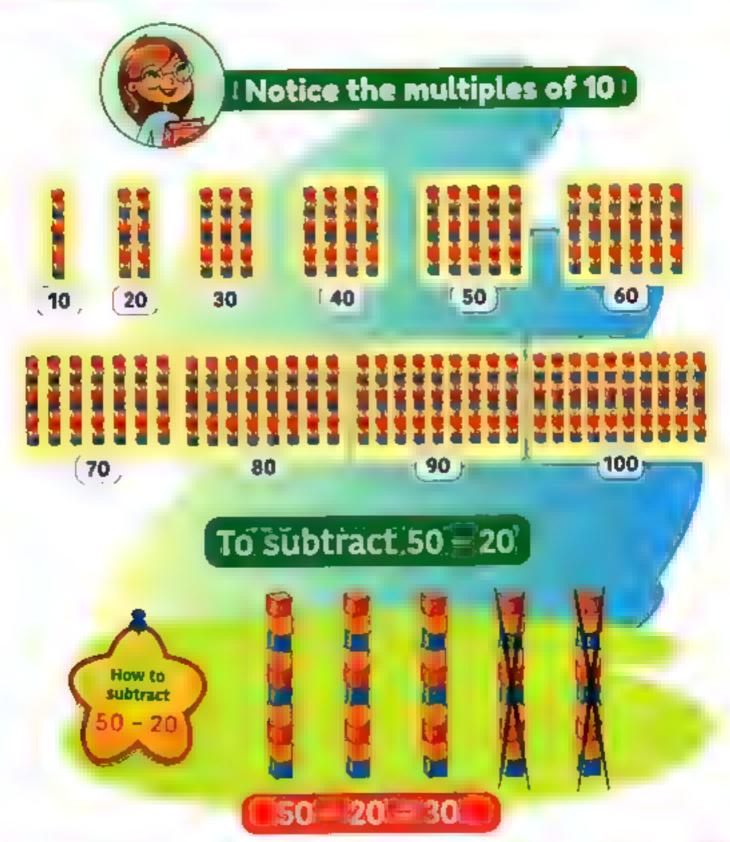


 How to order four or more two-digit numbers from the least to the greatest and from the greatest to the least.





# Subtraction of the multiples of 10





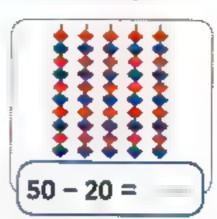
 Invite your child to count the days of school and ask him/her to draw a circle around the day he/she passed in the calendar.

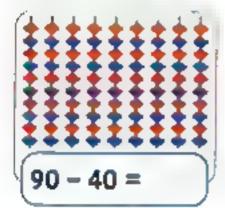
Key words: multiple Subtract

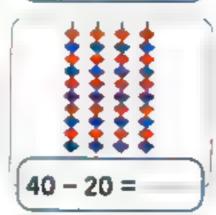


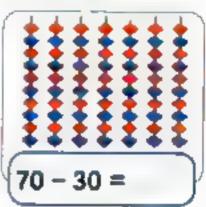
### Cross out to subtract the multiples of 10, then complete:

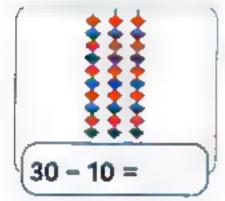


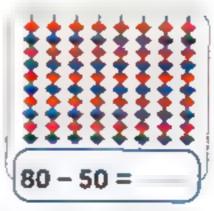


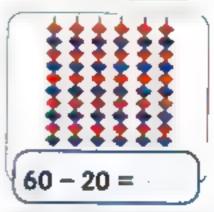


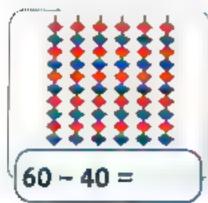


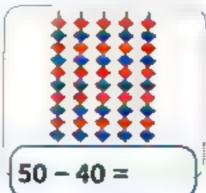


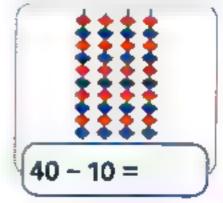














Assist your child to solve some problems about subtraction of the multiples of 10.





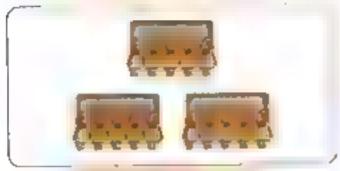


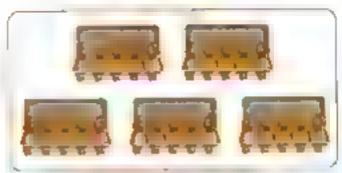
### Subtract and write the result:

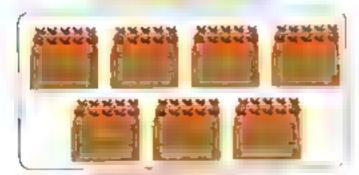


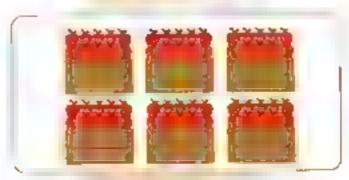
$$40 - 30 = 10$$

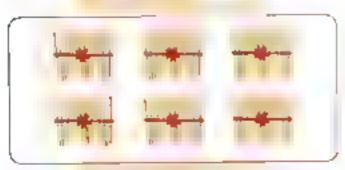


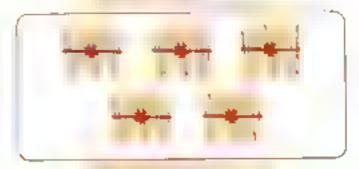
















Assist your child to solve some problems about subtraction of the multiples of 10.



# How to use the place value to subtract the multiples of 10

Second:

Subtract the tens digit.

The tens digit decreases by 1.



First:

Subtract the ones digit.

The ones digit stays the same.

## Adiaby 3 Subtract, then complete:







### Activity 4 Find the result:

20 10









9 tens

5 tens

8 tens

Parents' Tips:

Encourage your child to recognize how to subtract using the place value.





## (APHONY 5

### Read, think, then complete the subtraction sentence:

 Engy had L.E. 90. She bought a T-shirt for L.E. 50.
 How much money was left with Engy?





The left money = ---- pounds



### Read, think, then complete:

 Ramy had 20 toys. He gave his sister 10 toys.
 How many toys does Ramy have now?



What Ramy



has =

toy:



Encourage your child to recognize how to use subtraction in our daily life.

Invite him/her to assist you to pay money during buying some objects.





### Look at the text, then complete:



I am a number. If you subtract me from 30, the result will be 10.



I am a number if you subtract me from 70, the result will be 40.

I am a number If you subtract me from 60, the result will be 20.



How to subtract the multiples of 10 from the multiples of 10.





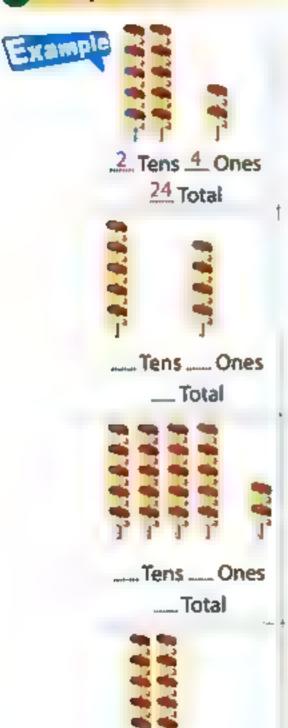


# General Activities



# on Chapter 2



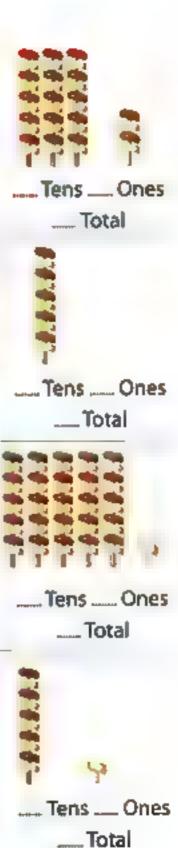


\_\_ Tens \_\_ Ones

\_\_\_Total



\_\_\_Total



2 How many tens and ones in each number?







Gircle the value of the red digit in each number:

Example

50

52

\_

5

32

20 2

78

70 7

63

60 6

25

99

10

87

20 2

90 9

10 1

70 7

Compare using (<, >, =):







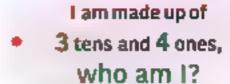




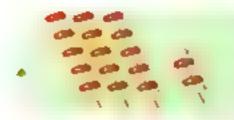


### Match:











4 tens + 2 ones



I am made up of 1 ten and 8 ones, who am 1?



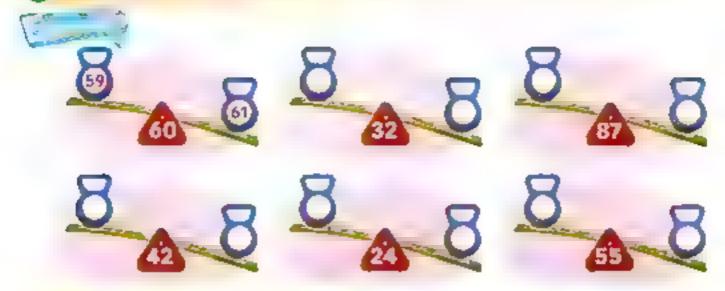
20 + 6



I am made up of 4 tens and 6 ones, who am I?



Write a greater number down the scale and a less number up the scale:



Rewrite the numbers in order from the least to the greatest:

45,80,77,23 and 19

<--<--<

55,50,87,30 and 52

<--<--<

Read, then answer:



Aya had 20 pieces of cupcake. She gave her brother 10 pieces.
 How many pieces were left with Aya?







### Subtract and color using the color code:

# Color code red 10 orange 20 purple 30 green 40 blue 50 60 - 10 30 - 10 50 - 40 50 - 30





Color by the place value.

Use the color code to color the picture.





Apply place value concepts to solve subtraction problems.

Solving addition story problems within 20

### Learning outcomes:

Apply strategies to solve addition story problems within 20.

### Lesson (88): Subtraction story problems within 20

#### Learning outcomes:

- Solve addition and subtraction problems to find an unknown quantity.
- Apply surregles to solve subtraction story problems within 20.

- Courst by ones and tens starting at any number.
- Add two-digit and one-digit numbers within 20.
- Count backward and forward by ones and tens starting at any number.
- Subtract one-digit and two-digit numbers within 20.

Lessons (698.90) A: Counting by ones and tens to subtract

Counting by ones and tens to subtract money

#### Learning outcomes:

Apply strategies to add and subtract amounts of money within 100 Egyptian pounds.

# Warm up

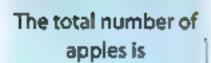


this chapter.



# Subtracting multiples of 10 within 90





apples apples

# What the girl bought



### The number of apples which were left is

70 apples

10

70

## 8 tens

1 tens

7 tens







Subtracting Multiples - Tens - Ones.



### Activity



## Use the place value to subtract:

# EXAMIN

Tens	Ones
9	0
_ 4	0
5	0

Tens	Ones
4	0
3	0

-	Tens	Ones
	7	0
-	2	0

Tens	Ones
6	0
7 1	0

Tens	Ones
3	0
_ 1	0

Tens	Ones
6	0
3	0

Tens	Ones
5	0
- 2	0

Tens	Ones
2	0
1	0

Tens	Ones	
5	0	
<sup>-</sup> 4	0	

Tens	Ones	
1	0	
71	0	

-	Tens	Ones		
	8	0		
-	5	0		

Tens	Ones
3	0
2	0

Tens	Ones
6	0
_ 4	0

Tens	Ones	
7	0	
3	0	

	Tens	Ones		
	4	0		
T	2	0		

A REAL PROPERTY AND ADDRESS OF THE PARTY OF		
Tens	Ones	
9	0	
6	0	



### Parents' Tips:

- Assist your child to understand how to use the place value to subtract multiples of 10 from multiples of 10 within 90.
- Help your child to solve some problems about subtracting multiples of 10.





(Anthrity 2

### Subtract, then match equal results:

7 tens - 6 tens

○ 8 tens - 2 tens

8 tens - 3 tens

○ 7<sub>tens</sub>

60-20

10

90-20

8 tens

6 tens - 3 tens

9 tens - 5 tens

80-0

· 20

70-10 °

80-50

9<sub>tens</sub> - 7<sub>tens</sub> •

50









### Subtract each of the following numbers:

90

10

10





$$-\frac{80}{40}$$



Parents' Tips:

Invite your child to solve some problems about subtracting multiples of 10.





## Activity (4) Subtract, then match the equal results:





## Activity (5) Read and answer:

The baker makes 60 cakes in his shop daily.

- He sells 40 cakes in the morning.
- How many cakes are left to sell in the afternoon?
- The number of cakes which
   are left = \_\_\_\_ = \_\_\_ cakes

















Hesham has L.E. 80,

he bought a T-shirt for L.E. 30.

How much money was left with him?

The money left = - = L.E.

















- How to subtract multiples of 10 from multiples of 10 within 90 using the place value.
- How to use subtraction of multiples of 10 in our daily life for buying and selling.







# Solving addition story problems within 20



Salma had 3 apples,

her mother gave her some more apples.

Now she has 7 apples.

How many apples did Salma's mother give her?



Counting up

Drawing pictures strategy

Subtracting strategy





invite your child to count the days in which he/she has been in school and ask him/her to draw
a circle around the day he/she passed.

Key Words.

Drawing pectures - Counting up - Subtracting Story problem





### Counting up strategy

Start count after 3 until 7

$$3 + = 7$$



Then

Salma's mother gave her 4 apples.

### Drawing pictures strategy

Saima starts wth

Now Salma has









Then

Salma's mother gave her 4 apples.

## Subtracting strategy using number family

- Draw 7
- Cross out 3



There are 4 more

$$3 + = 7$$

$$7 - 3 = 4$$

### **Fact family**

$$3 + 4 = 7$$

$$7 - 3 = 4$$

$$7 - 4 = 3$$

Then

Salma's mother gave her 4 apples.



Key words: Cross out





## Activity Read, then solve (using counting up strategy):

 There are 7 children playing in the garden some other children joined them.
 Now there are 15 children in the garden.
 Find the number of children who joined



7	+		15

The children who joined the others are



 If Marwa has 6 pencils and she wants to buy some other pencils as she wants to have 16 pencils.
 How many pencils should she buy?





Marwa will buy pencils.

 Ahmed read 17 pages of a story and he wants to finish reading it. If the story has 20 pages, how many pages will Ahmed read to finish this story?















## Read, then soive (using Drawing picture strategy):

 Maged scored 4 goals in the first round and some other goals in the second round.
 If he scored at the end of the match 12 goals, how many goals did he score in the second round?



### The drawing

II.

Maged scored goals in the second round.

Kenzy has 4 pounds in her pocket.
 She asked her father to give her some money
as she wants to buy an ice cream for 9 pounds.
 How many pounds should her father give her?



### The drawing

100

Kenzy's father should give her pounds.

• There are 3 rabbits on a farm, some other rabbits joined them. Now the number of all rabbits is 8. How many rabbits joined them?



The drawing area

The number of rabbits which joined them is



Parents' Tios:

Encourage your child to learn how to use addition in his/her daily life.







### Read, then soive (using subtracting strategy):

A baker sells 2 boxes of cake
 If he wants to reach his goal to sell 8 boxes of cake,
 how many boxes should he sell?



The drawing

00

The number of boxes which the baker should sell is

boxes.

Samy had 5 fish in his aquarium,
 his grandfather bought him some fish,
 now he has 11 fish.

How many fish did his grandfather buy him?



The drawing area

The number of the bought fish fish.

Dalia picked 2 red flowers,
 she bought some yellow flowers.
 Now she has 7 flowers.

How many yellow flowers with Dalia?



The drawing area





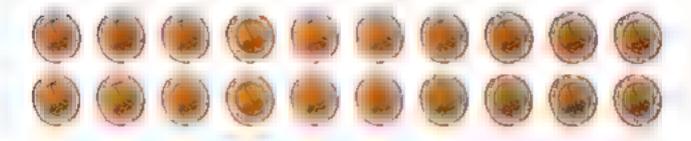


### Using subtracting strategy, cross out to get the missing unknown:

8 + = 15



10 + = 20



5 + = 12



The fact family can help us to find the missing (unknown).

$$7 + 8 - 15$$

$$15 - 8 = 7$$

$$15 - 7 = 8$$

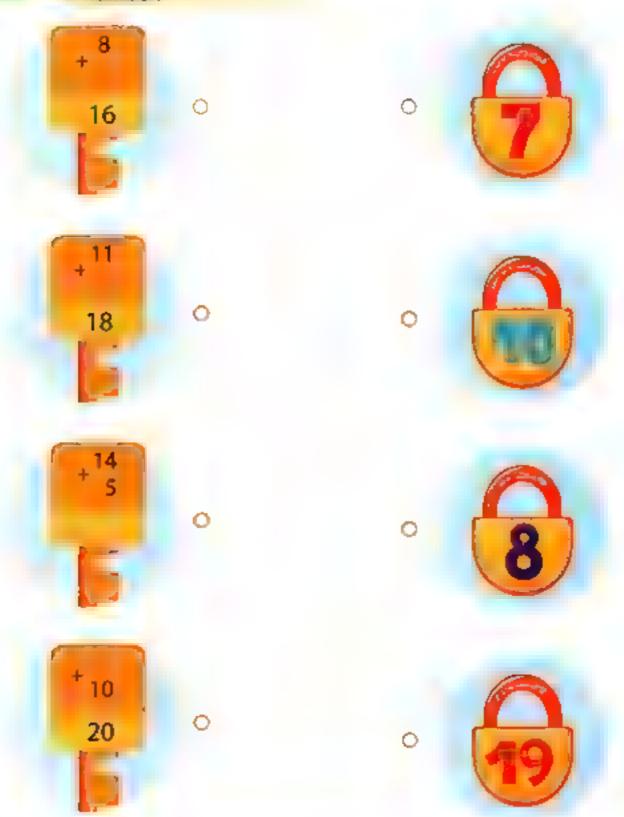








# Match each key with the suitable lock to find the unknown number:



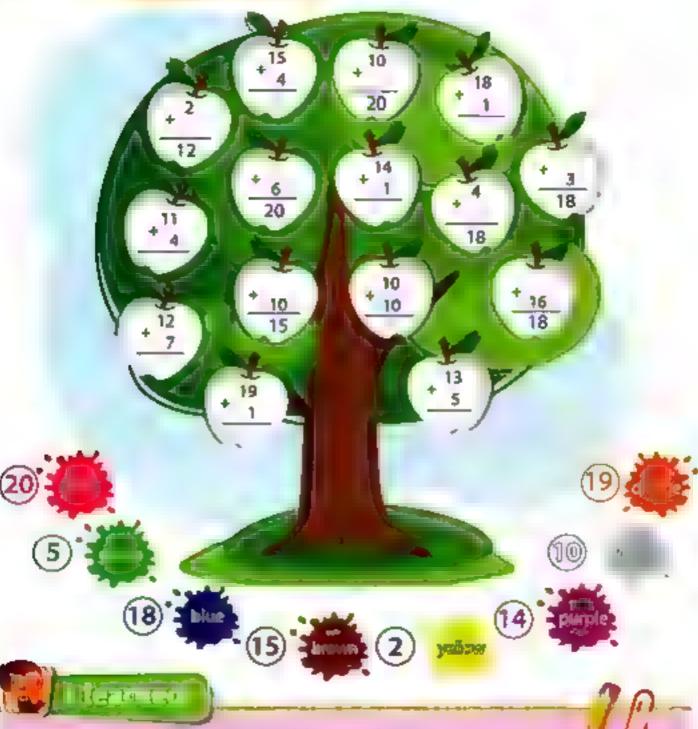


 Help your child find the unknown quantity in addition problems using the relation between addition and subtraction.





# Find the missing number, then color each apple using the code below:



- How to solve addition story problems within 20.
- · How to solve addition problems to find an unknown quantity.
- How to use the relation between addition and subtraction to solve story problems.







# Subtraction story problems within 20

### There are 15 children in a bus.

Some of them left the bus.

If there are 7 children in the bus now,
how many children left the bus?





$$15 - = 7$$

\_\_\_\_

### Drawing pictures strategy



- Draw 15 circles as the total number.
- Color 7 circles as the left number.
- Count the uncolored circles we get
   8 which is the unknown number.

### Counting on strategy

Write the sentence of subtraction.

 We can write this sentence in another way using addition.

 To find the unknown count on after 7 to reach 15 we get 8

Then, 
$$15 - [8] = 7$$



Daily Practice

 invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.

Key words. Fact family - Left - Drawing pictures





#### Read, then solve (using drawing strategy):

 Sara has 17 strawberries. She gave her sister some of them. If 9 strawberries are left with Sara. how many strawberries d d Sara give her sister?

The drawing area



Sara gave

strawberries for her sister.

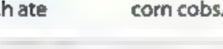


 There are 16 corn cobs with Farah. If she ate some of them and 14 are left with her. How many corn cobs did Farah eat?

The drawing area

Farah ate

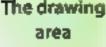
corn cobs.



 There are 20 hens on a farm. some of them went away. Now, 12 hens are left in the farm. How many hens are missed?

The drawing area

missed hens. There are





Let your child find the unknown using drawing picture strategy.







## Read, then solve (using counting on strategy):

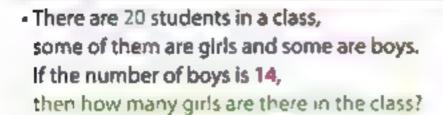
 If there are 12 sheep in a farm, some of them are brown. and 3 of them are white 1 How many brown sheep are in the farm?





The number of is 🗀





The number of girls is (



 There are 17 carrots. a rabbit ate some of them and 8 carrots are left. How many carrots did the rabbit eat?

$$8 + \boxed{\phantom{0}} = 17$$

The number of eaten carrots is







Let your child find the unknown using the fact family.



## Activity (3) Complete the story:



Iten had 13 pencils,
 her mum took of them.
 The left pencils with her are 8.



 There are 16 ducks in a lake, left.
 Now, there are 8 ducks.



Salah has 9 oranges,
 his sister ate oranges,
 Now, there are 5 oranges left with him.

Saleem has 15 books,
 his friend borrowed of them.
 Now, the left are 9 books.





Adel has 7 pencils,
 he gave his friend pencils.
 Now, he has 2 pencils.



Let your child find the missing unknowns.





## Use the following numbers to find the unknown:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20





Encourage your child to solve some subtraction problems, including an unknown quantity.





## Activity 3 A toy shop makes a discount on the toys. Complete the table:

OSJICTS	Price 👄	Price 🖚 Discount 🗮 Paid						
	L.E. 18	L.E. 4	L.E. 14					
	L.E. 16	L.E.	L.E. 11					
	L.E.	L.E. 10	L.E. 10					
	L.E. 20	L.E. 8	L.E.					
	L.E.	L.E. 6	L.E. <b>13</b>					





- How to solve subtraction problems to find an unknown quantity.
- How to use subtraction problems in our daily life.







## (A) Counting by ones and tens to add



You can use 100 chart to add two numbers by:

- Counting ones (forward)
- Counting tens (downward)

Addi	no.	61	١
MAN	my.	5.1	f

_	41 41 41 41 41 41 41										
1	2	3	4	5	6	7	8	9	10	) +1D	
11	1 12	13	14	15	16	17	18	19	20	+10	
21	1 22	23	24	25	26	27	28	29	[30]	+10	
31	32	33	34	35	36	37	38	39	40	410	6
41	42	In the court of th	44	45	46	47	48	49	50	5	ng (1
51	ر 52 ا	53	54	55	56	57	58	59	60	/+10	Adding (10)
6	1 62	63	64	65	66	67	68	69	70	/+10	•
7	1 72	73	74	75	76	77	78	79	80	110	
8	1 82	83	84	85	86	87	88	89	90	+10	
9	1 92	93	94	95	96	97	98	99	100	/ +10	

#### To add: 13 + 4

· Start with 13, then move forward 4 steps. You got 17.

So, 13 + 4 = 17

To add: 32 + 20

 Start with 32, then move downward 2 steps.

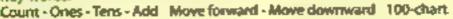
You got 52.

So, 32 + 20 = 52



<sup>-</sup>Invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.







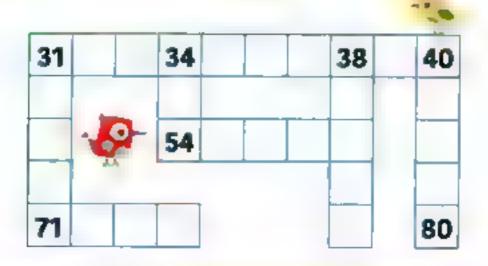




## Antivity 1 Start with the given number to complete by adding tens:

10	20	30	40	50	60	70	80
26							
9							-
9							
16							
20							

## Activity 2 Fill in the missing numbers using counting by tens and ones:





Parents' Tips:

Ask your child to use the 100-hundred chart and number line to count by tens and complete the missing numbers, then repeat the practice with him/her through different activities.







#### Start with the given number to find the others according to the rules:















### Add using 100-chart:



















Let your child find the numbers 1 more or 10 more than a given number.





## B) Counting by ones and tens to add money

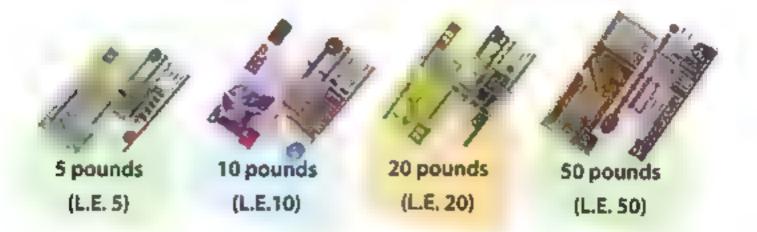








1 pound (L.E.1)



To add:







Start with the greatest banknote which is



Count by



one time after 20 to reach 30 pounds.

count by 1 five times



after 30 to get 35 pounds.

So, the total amount is L.E.35



Daily Practice:

 Invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.
 Key words:

Add - Tens Ones Pounds (L.E.) - Forward





## (Aithty B

# Write the total amount of money, then match each toy to its price:





invite your child to recognize different notes of money as 5 pounds, 20 pounds and 50 pounds and ask him/her to write the value of some amounts of money.



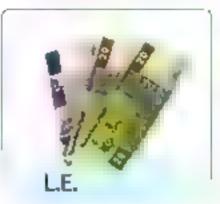




## Write the amount of money in each of the following:



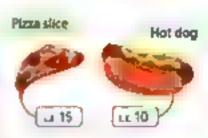




## Complete to get the price:







LE 25 price:

price:



Cheese burger











price:

price:



How to add by ones and tens using 100-chart and money.









# A Counting by ones and tens



You can use 100-chart to subtract two numbers by:

- Counting by ones (backward)
- Counting by tens (upward)

#### Subtracting (1)

***		1	1 -	1	1	1	4	4	-1	
1	2	3	4	5	6	7	8	9	10	1
[11]	[12]	13	14	15	16	17	18	19	20	ŀ
21	22	23	24	25	26	27	28	29	30	
31	324	33	34	35	36	37	38	39	40	
41	424	43	44	45	46	47	48	49	50 🔣	
51	52	53	54	55	56	57	58	59	60	
61	62	63	64	65	66	67	68	69	70	
71	72	73	74	75	76	77	78	79	80 } -10	
81	82	83	84	85	86	87	88	89	90	
91	92	93	94	95	96	97	98	99	100	)

#### To subtract: 18-4

 Start with 18, then move backward 4 steps.

You got 14.

So,  $18 \cdot 4 = 14$ 

#### To subtract: 52 - 30

Subtracting (10)

 Start with 52, then move upward 3 steps.

You got 22.

So, 
$$52 - 30 = 22$$



Oa ly Practice

 invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.

Key words

Count Subtract Ones Tens 100 chart Move backward Move upward

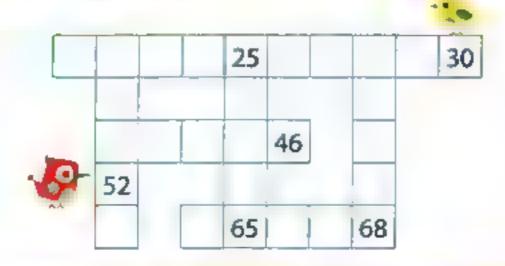


## Activity: 1 Start with the given number to count backward by tens:

87	77	67	57	47	37	27
			Y			
	-					



Fill in the missing numbers using adding by ones and tens (you can use hundred chart):





Parents' Tips:

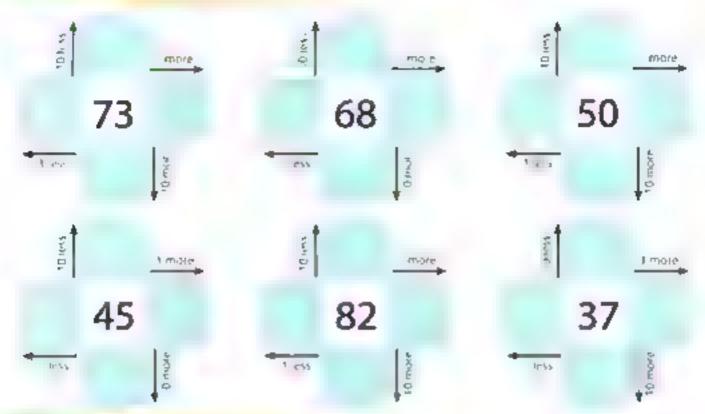
Ask your child to use the bundred chart and number line to count by tens and complete
the missing numbers, then repeat the practice with him/her through different activities.





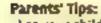
## Achticky (2)

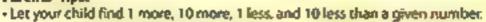
## Start with the given number to find the missing according to the rule:



## Subtract using 100-chart:













## (B) Counting by ones and tens to Subtract money









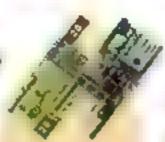
1 pound (L.E.1)



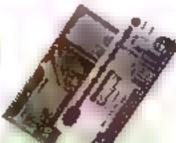
5 pounds (L.E. 5)



10 pounds (LE.10)



20 pounds (L.E. 20)



50 pounds (L.E. 50)





from 50 pounds



- Start with 50 pounds.
- Count backward by 10 two times



you will reach 30 pounds.

Count backward by 10 one time



you will reach 20 pounds.

Count backward by 1 five times



you get 15 pounds.

50, the left money is L.E. 15



Darly Practice:

 Invite your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.
 Key words;

Key words; Subtract - Tens - Ones Pounds (L.E.) - Backward





## Observe the prices, then complete:



price

Pay

How much change?





Go with your child to any market and allow him/her to buy some things and let him/her
pay the money by him/herself.







## Read and complete:

Hany and Salma have the following amounts of money:



 Hany wants to buy some presents for 90 pounds, circle the notes of money which he needs:



 Saima wants to buy some presents for 40 pounds, circle the notes of money which she needs:





How to subtract by ones and tens using 100-chart and money.









# General Activities on Chapter

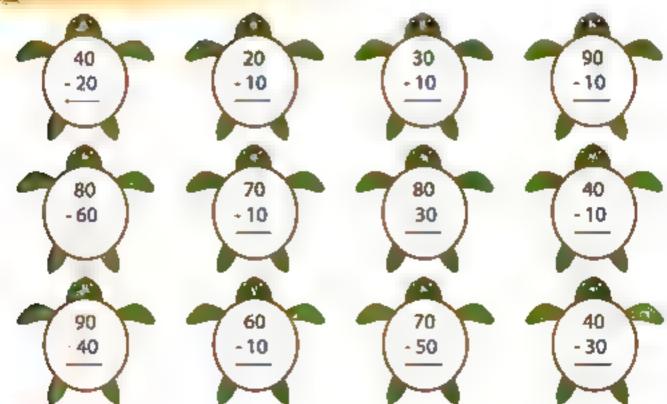


### Fill the missing numbers:

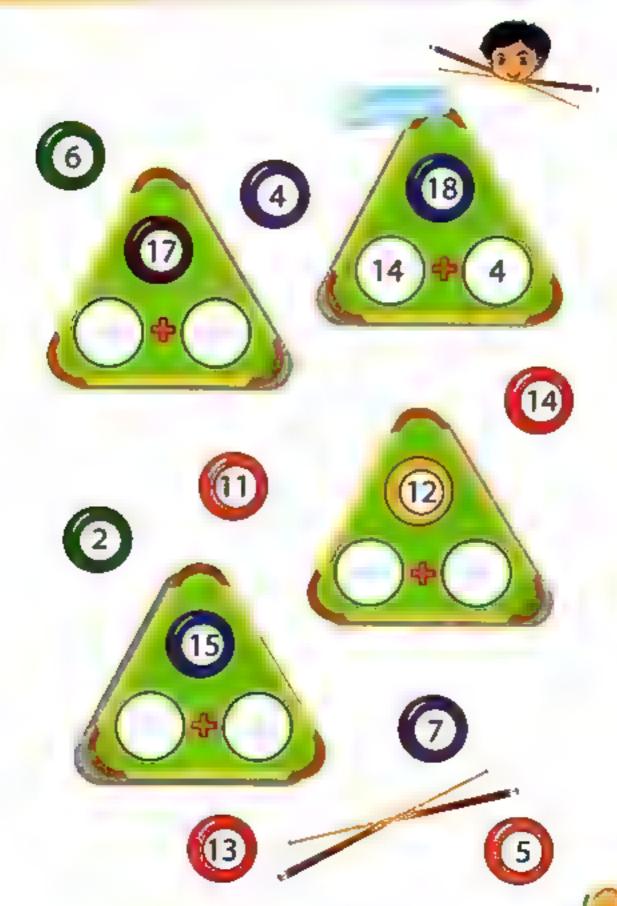


				_					
1	2	3	4	5	6	7	8	9	10
[11]		[13]	14	[15]	[16]	[17]	[18]	19	20
21	[22]	23		25	26	27		29	30
[31]		33	34	35	<b>36</b>	37		39	40
41	42	43		45				49	50
51	52	53	54		56	57	58	59	60
61	62	63	64	65		<b>67</b>		69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85		87	88	89	90
91	92	93	94	95		97	98	99	100

### Subtract:







#### Complete:



1.7

Her drink costs: LE 20 What will her change be?

L.E. 30

#### Hany has



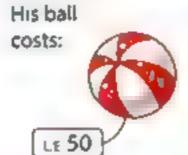
His ice cream costs: LE 10

What will his change be?

L.E.

#### Amr has





What will his change be?

L.E.

#### Samy has



His slippers costs:

LE 60

What will his change be?

L.E.

#### Nora has

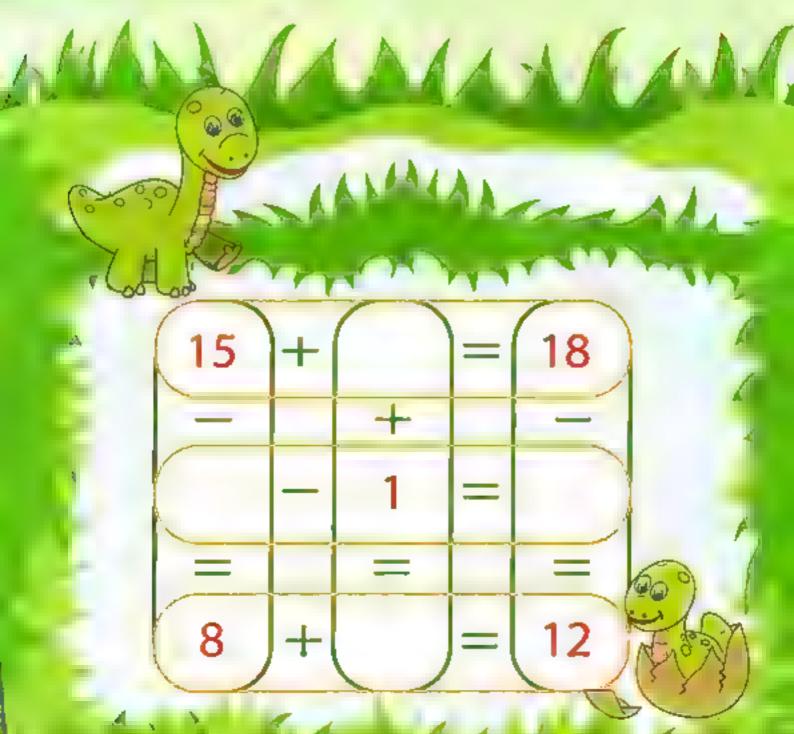


Her hat costs:



What will her change be? LE.







2-dimensional shapes (20 shapes)

#### Learning outcomes:

Apply place value concepts to solve a subtraction problem. Identify the 2-climensional shapes (circles, triangles, squares and rectangles).

two-digit numbers

Three-dimensional shapes (30 shapes)

#### Learning outcomes:

Apply place value concepts to solve an addition problem. Identify 3-dimensional shapes (cube, cuboid, cone, sphere, cylinder, square-based pyramid).

Compose 2-dimensional shapes to create 3-dimensional shapes.

 Dividing a circle and a rectangle into two and four equal shares.

Decomposing quantities within 10

#### Learning outcomes:

Decompose numbers up to 10 into 2 parts.

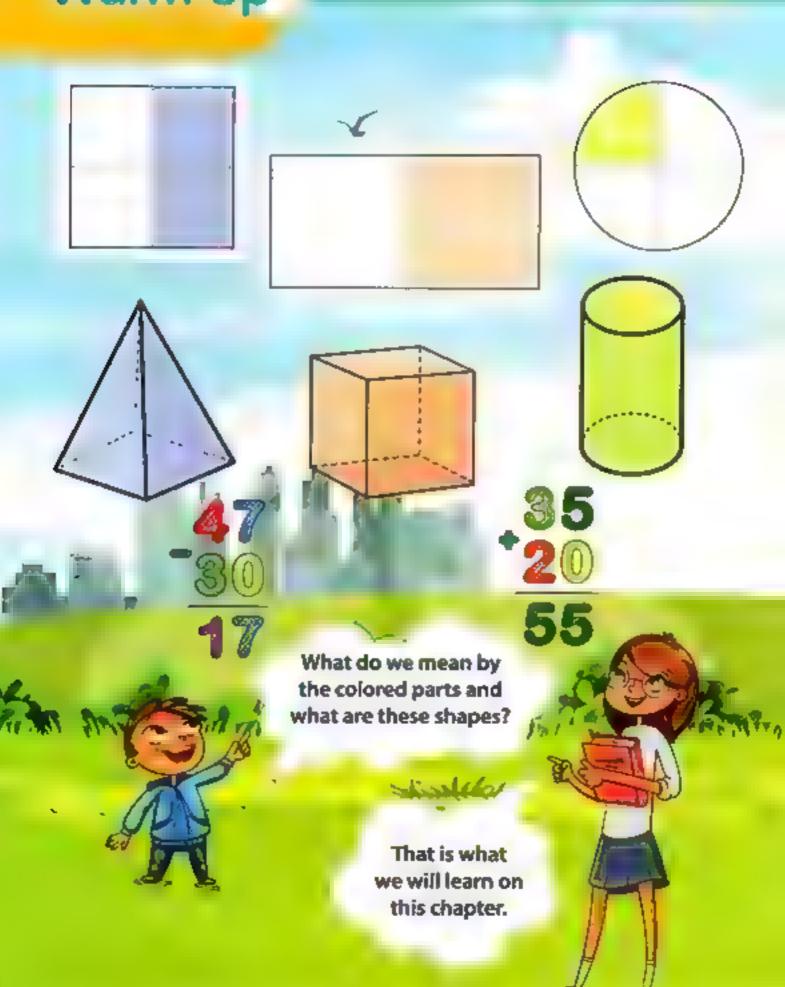
Identify the number bonds to form each number up to 10.

Lesson 100 Counting numbers and representing quantities up to 100

#### Learning outcomes:

Count in tens up to 100.

# Warm up



# A Substitute of C. Regis - Authorise

## How to subtract 56 - 20?

We can use 100 chart to subtract multiples of 10 from 2-digit numbers.



Start with
56
and jump up
two rows,
you will reach
36
56 - 20 = 36



#### Use the hundred chart to subtract:

96 40 -





 Encourage your child to count the days which he/she has passed in school and ask him/her to draw a circle around the day he/she passed in the calendar.
 Key words:

# We can use the place value to subtract multiples of 10 from 2-digit numbers



### Use the place value to subtract:

Tens	Ones	Tens	Ones	Tens	( nes
- 9 - 5	0	- 7 - 3	7 0	- 5 2	6
Tens	Ones	Tens	Ones	Tens	Ones
Tens	Ones	Tens 2	Ones 5	Tens 4	Ones O
	Ones 4 0			Tens _ 4 _ 2	



#### Parents' Tips:

invite your child to learn how to use the place value to subtract multiples of 10 from two-digit numbers and help him/her to understand how to start subtracting from the ones digit, then the tens digit and let him/her solve some problems of subtraction using place value.





# (20 shapes)

## I'm a triangle.









#### Oasty Practice:

Encourage your child to count the days which he/she has passed in school and ask him/her
to draw a circle around the day he/she passed in the calendar.
 Key words

Circle - Square Triangle - Rectangle









### Trace the shape and its name:

















Rectange

















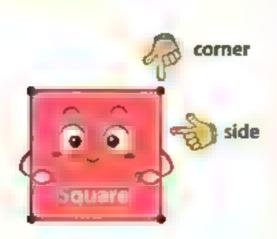


Encourage your child to learn how to write the names of 2D shapes.





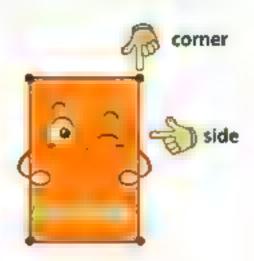
## Look at the attributes of 2D shapes



#### Square has:

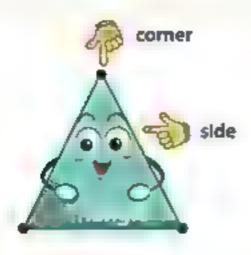
- 4 corners
- 4 sides
- All sides are the same

   (all of them have the same length).



#### Rectangle has:

- 4 corners
- 4 sides
- Each two opposite sides are the same.



#### Triangle has:

- 3 corners
- 3 sides



#### Circle has.

- No corners
- No sides
- 1 curved line





Encourage your child to recognize the attributes of each shape of the 2D shapes.

Key words: Corner Side





#### Color the correct number of corners:







3 4 5



1 3 4



) 1 2



#### Color the correct number of sides:



3 4 5



2 0 3



3 4 5



2 3 4



#### Read, then write my name:

lam

- I am a 2D shape with 4 same sides.
- I am a 2D shape with no corners.
- I am a 2D shape with 3 sides.
- I am a 2D shape with 4 sides and each two opposite sides are the same.



Parents' Tips:

 Give your child some objects which represent square, rectangle, triangle and circle from his/her room and ask him/her to count the number of their sides and corners and let him/her make more practices.





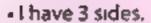
#### What shape am !? Read, then match:



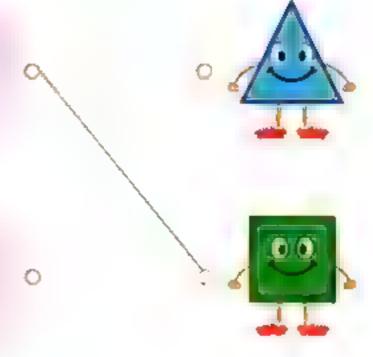
- I have 4 sides.
- All my sides have the same length.
- I have 4 corners.



- My opposite sides are the same length.
- I have 4 corners.



I have 3 corners.





- I have 1 curved line.
- I have no corners.





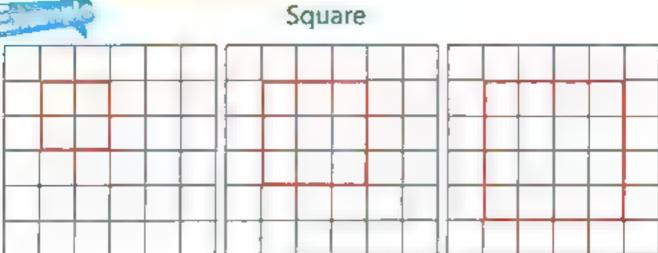
#### Parents' Tips:

 Invite your child to identify the 2D shapes (square, rectangle, triangle, circle) and help. him/her to illustrate examples of square, rectangle, triangle and circle of his/her home, then discuss the number of sides and the number of corners of each shape with him/her.

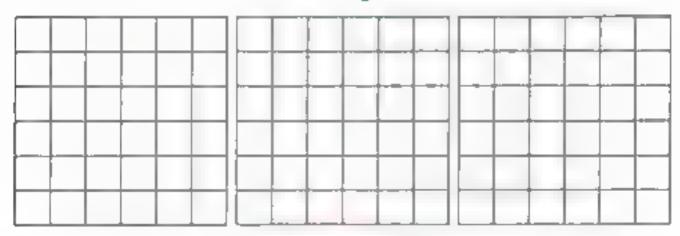


## Draw each shape in 3 different sizes:

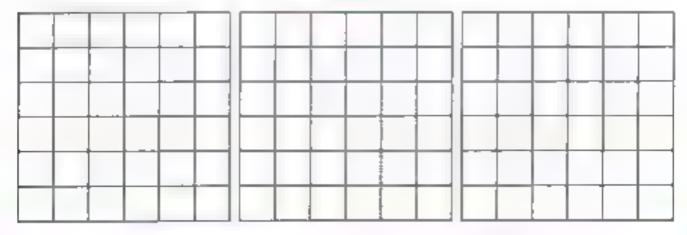




## Rectangle



## Triangle



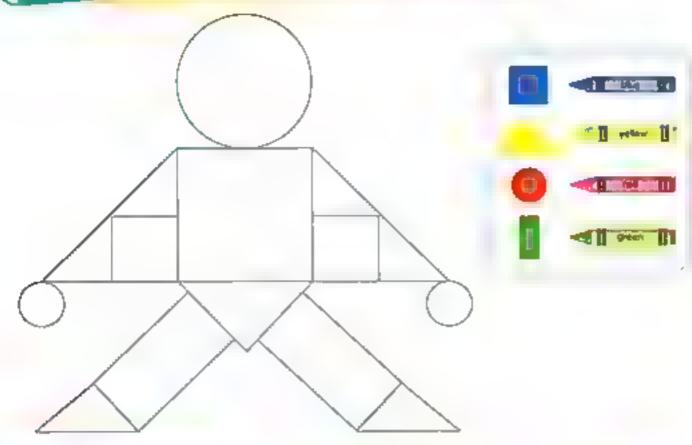


 Encourage your child to draw a square, a triangle, a circle and a rectangle, to help him/her identify them.





## Color the figure according to the color code:





Identifying the two-dimensional shapes.



#### Square has

- 4 sides
- 4 corners
- All sides are equal.



#### Triangle has

- 3 sides
- 3 corners



- Circle has
- 1 curved line
- 0 sides
- O corners



Rectangle has

- 4 sides.
- 4 comers
- Each two opposite sides are equal.
- How to subtract multiples of 10 from 2-digit numbers.







## A Adding multiples of 10 to two-digit numbers

## How to Add 56 + 30?

We can use 100 chart to add multiples of 10 to 2-digit numbers.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	[33]	34	[35]	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	776	77	78	79	80
81	82	83	84		86		88	89	90
91	92	93	94	95	96	97	98	99	100
						_			

Start from 56 and jump down three rows you will reach 86 56 + 30 = 86

## Authority (

#### Use the hundred chart to add:

$$13 + 20 -$$



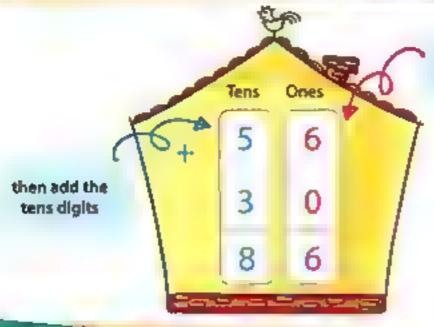
#### Daily Practice:

Encourage your child to count the days in which he/she has been in school and ask him/her
to draw a circle around the day he/she passed in the calendar.





# We can also use the place value to add multiples of 10 to 2-digit numbers.



Start here and add the ones digits first.



## Add using place value:

Tens	Ones
8	0
† 1	0

1	Tens	Ones
+	5	0
ľ	2	0

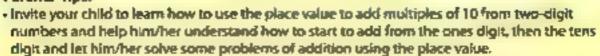
Tens	Ones
4	7
+4	0
1	

Tens	Ones
. 1	7
<sup>+</sup> 5	0
1	

Tens	Ones
<sup>+</sup> 7	5 0

Tens	Ones
+ 3 + 3	4 0

#### Parents' Tips









## Add, then match the equal results:













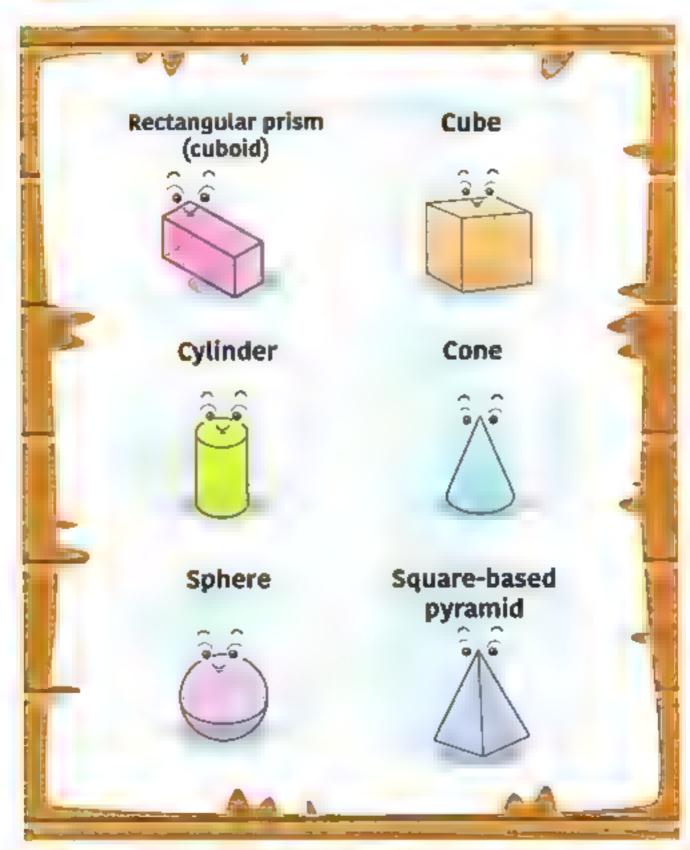
Parents' Tips:

Encourage your child to use different strategies in solving the problems of addition.





# (3D shapes)



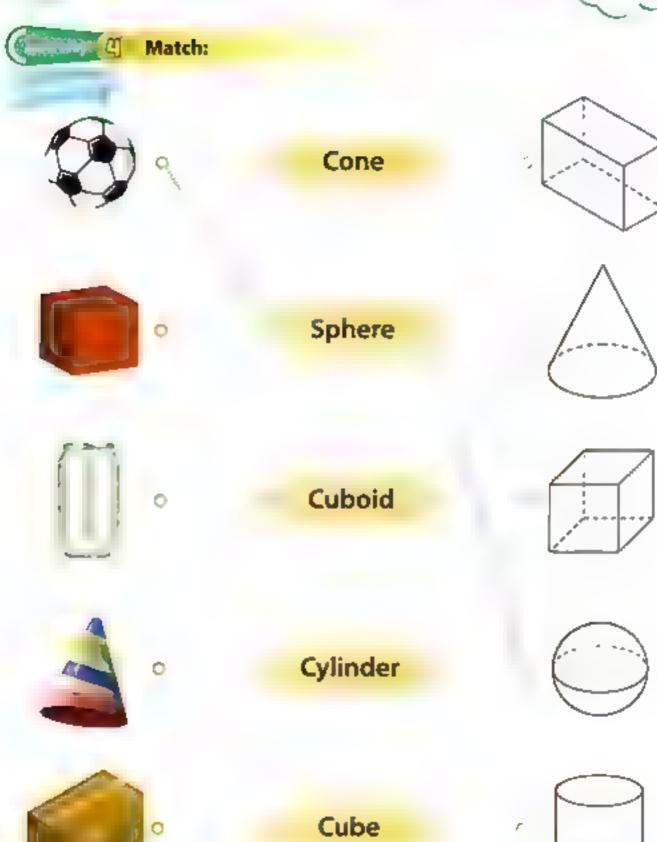


Encourage your child to count the days in which he/she has been in school and ask him/her
to draw a circle around the day he/she passed in the calendar.
 key words.

Cube - Cylinder Sphere Rectangular prism Square Pased pyramid - Cuboid







#### Parents' Tips:

 Show your child some objects which represent six solids from our environment, then ask him/her to tell you the name of each solid and let him/her discover other examples.

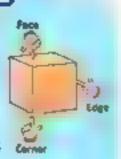


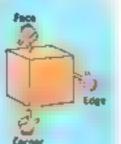


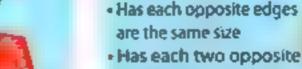
# THE ATTRIBUTES OF SOME (3D SHAPES)

# **Carbo**

- Has 6 square faces
- Has 12 edges
- Has 8 corners
- Has all edges are of the same size.
- Has all the six faces are of the same size.







faces are the same size.

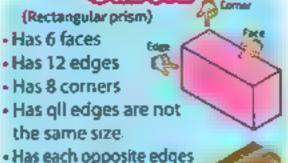
(Rectangular prism)

Has 6 faces

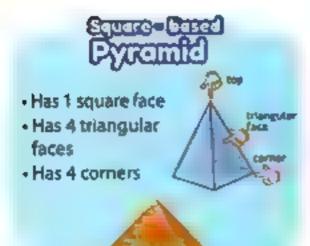
Has 12 edges

Has 8 corners

the same size.















 Encourage your child to count the days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed in the calendar. key words:

Key - Edge - Cone - Faces





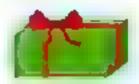
## Circle the object which looks like a cube and underline the object which looks like a cuboid:















## Circle the object which looks like a cone and tick (/) the object which looks like a square-based pyramid;















## Match each 3d-shape with its name:









Cuboid

 $\circ$ 

Cone

Cube

Square based **Pyramids** 



- Encourage your child to identify some solids as cone and square-based pyramid and let him/her discover some examples of them in his/her environment.
- Discuss with your child the attributes of cone and square-based pyramid as (how many) faces, how many corners ,....).





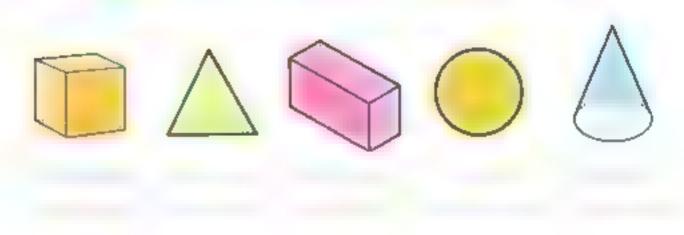


# Color each shape which looks like a sphere in blue and each shape which looks like a cylinder in brown:





# Write the name of each 2D and 3D shape of the following:

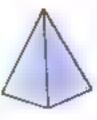




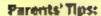












- Invite your child to identify some solids as cylinder and sphere, then let him/her tell you some examples of them in his/her home.
- Tell your child that solids are three-dimensional shapes.



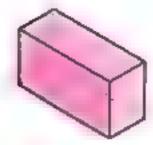




# Complete, then match:

Lam

I have 6 square faces.



Lam

My each 2 opposite faces are the same size.



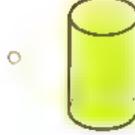
Iam

I have only 1 circular face.



lam

I have no corners and no faces.



lam

I have 2 circular faces.





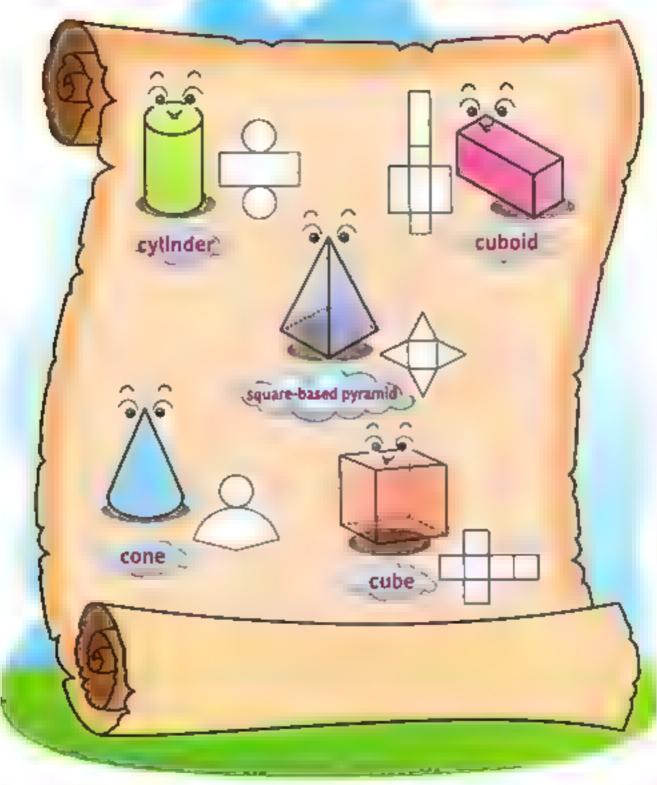
Parents' Tips:

- Ensure that your child learned the attributes of solids and discuss this with him/her.





# WE CAN USE THE TWO-DIMENSIONAL SHAPES TO CREATE A THREE-DIMENSIONAL SHAPE



#### Parents' Tips:

- Give your child some nets for solids and help him/her to compose them using cardboard, scissors and give.
  - Let your child recognize the nets which are used to compose the a solid and ask him/her to match them.









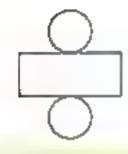
# Draw a circle to choose the suitable 3D shape for each given net:



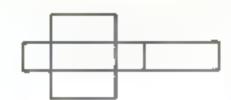
(Cylinder - Cone - Cuboid)



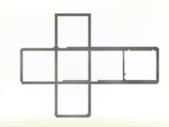
(Cube - Cylinder - Square based Pyramid)



(Cube - Cylinder - Cuboid)



(Cuboid - Cube - Cone)



(Cube - Cone - Cylinder)



# (Complete:

- The cube has \_\_\_\_\_ faces.
- The cuboid has sides (edges).
- The cylinder has circular faces.
- ☐ The sphere has corners.
- The cone has circular face.
- The square-based pyramid has triangular faces.



Parents' Tips:

 Help your child to understand that 3D shapes are composed of 2D shapes and give him/her some examples.

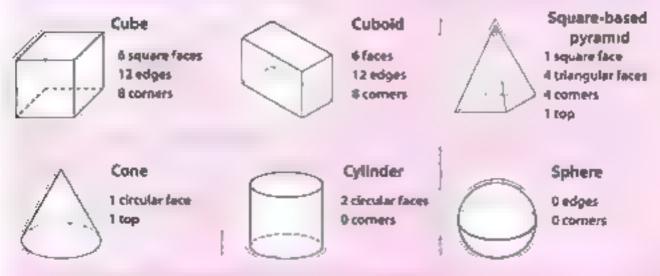




# Circle the objects that look like the shown solid in each row:



- Using two-dimensional shapes to compose three-dimensional shapes.
- Using cardboard, scissors and glue to make many (3D shapes).



How to add multiples of 10 to 2-digit numbers.







# Dividing shapes into equal shares

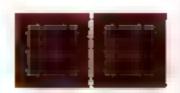
# We will divide the 2D shapes into equal parts:













2 equal parts each part is called 1 half.

There are two halves in one whole.





# Color according to the words, then trace:







1 half

1 1215

2 halves

; ; , 25

one whole

one whole



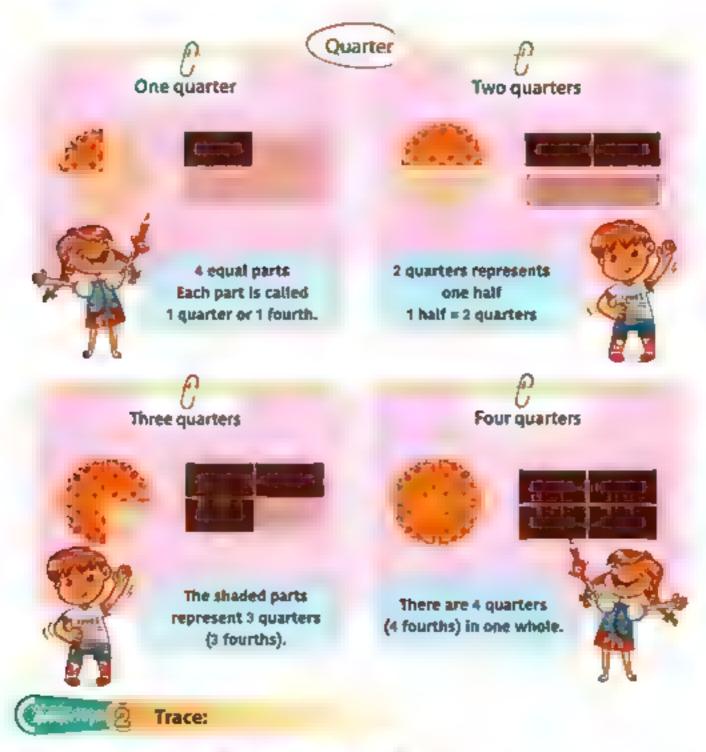
Day P ALL CO

Encourage your child to count the days he/she has been in school and ask him/her
to underline the day he/she passed in the calendar.
 Key Words:

Circle - Equal - Fourths - Half







# Quarter Quarter Quarter

Fourth Fourth Fourth



Discuss with your child the difference between 1 quarter, 2 quarters, 3 quarters, and one whole.

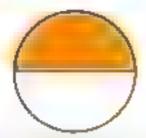






# Astivity (3) Answer as the given:

- How many halves make a whole circle?
- How many quarters are there in a bar of chocolate?





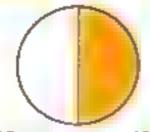
- Color one quarter of the pizza.
- Color two fourths of the paper.

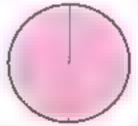




# Draw a circle around the name that represents the colored part:



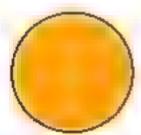


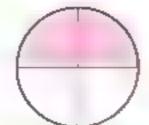


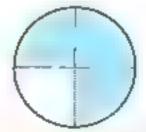
(Quarter - Half)

(Quarter - Half)

(One whole - Half)







(Half - One whole)

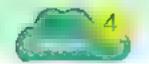
(2 fourths - 2 halves) (3 quarters - 2 fourths)



#### Parents' Tips:

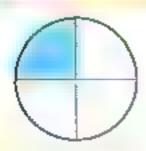
 Invite your child to learn how to decompose shapes of equal parts and discuss with him/her how many halves in the rectangle, how many quarters in the rectangle, and so on.





# 3

# Circle the word that represents the colored part:

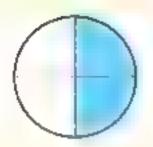


o Half

o 1 quarter

Three quarters

One whole



Two quarters

o 1 fourth

Three fourths

o One whole

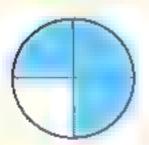


Three quarters

1 quarter

· Half

One whole

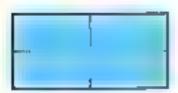


Two quarters

o 1 quarter

o Three fourths

o One whole



Three quarters

Two quarters

o 1 fourth

o One whole



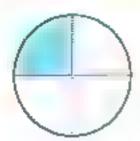
#### Parents' Tips:

- Encourage your child to make some practices about decomposing shapes.
- Let your child choose the fraction which represents the shaded part in the shape.

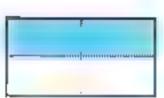


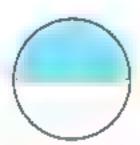






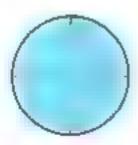
Three quarters





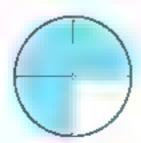
One whole



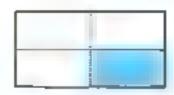


One half





One fourth





Parents' Tips:

 Give our child some cards, each card carries a shape like a circle or a rectangle and ask him/her to decompose each shape into 2 halves 4 quarters, then encourage him/her to practice more.



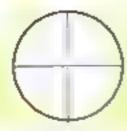




# Color according to the words:



2 halves



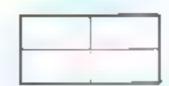
1 quarter



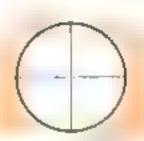
3 fourths



One whole



Half



2 fourths

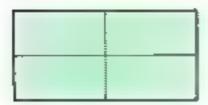




The shaded part represents of the shape.



The shaded part represents of the shape.



The shaded part represents of the shape.



The shaded part represents of the shape.



Pavents' Tips:

 invite your child to observe the word for each shape and ask him/her to color the part which the word represents.





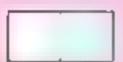
## Divide each shape according to the given word:



 Decomposing the shapes like a circle and a rectangle into equal parts in size.



One quarter



Half



One quarter



Half



Whole one



Three quarters



Whole one



Three quarters

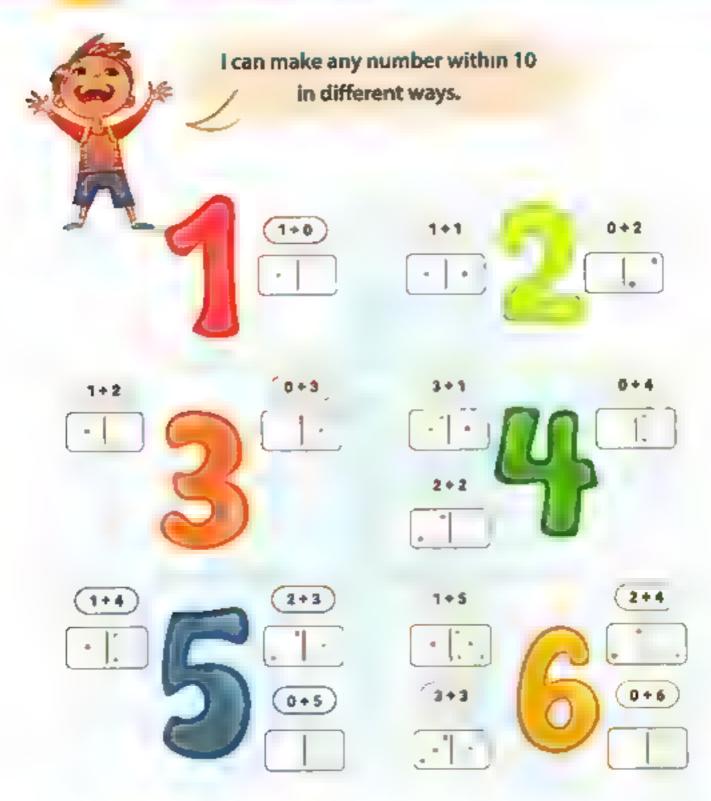
- One whole = 2 halves
- One whole = 4 quarters
- 1 half = 2 quarters
- 1 quarter = I fourth







# 







 Encourage your child to count the days in which he/she has been in school and ask him/her to underline the day he/she passed in the calendar.
 Key words:









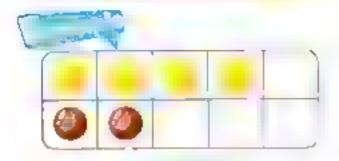
#### Parents' Tips:

Help your child to make any number within ten in different ways.



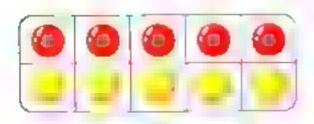


# Count, then complete:

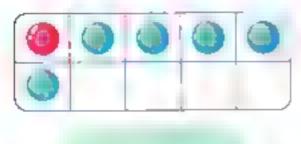


$$6 = 4 + 2$$

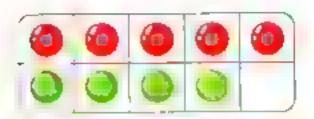




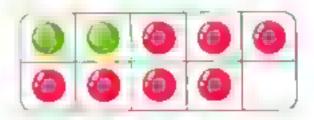
= +



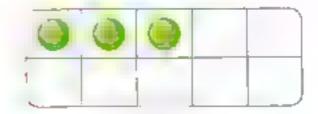
= +



= +







= +

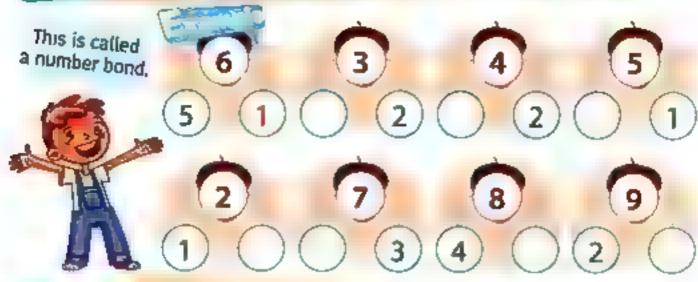




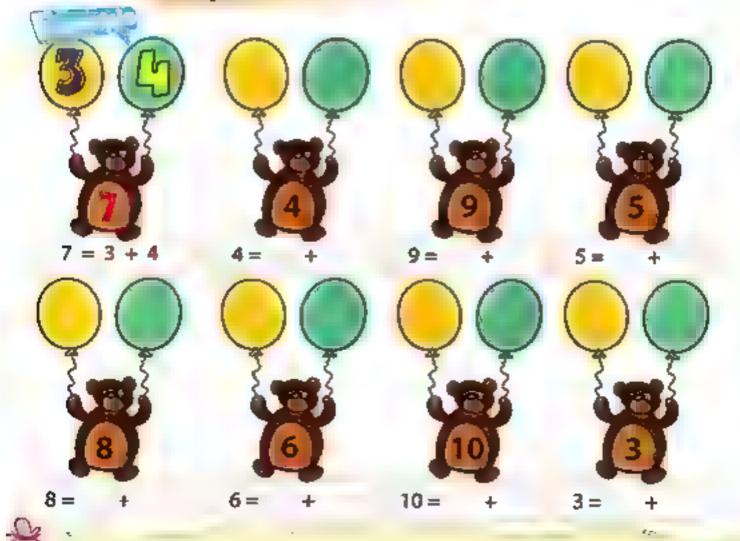
Let your child make some practices about composing addition sentences using ten frames.



# Complete the number bonds of each of the following:



Write two components of the number in two balloons, then complete:



### Parents' Tips:

- Help your child to decompose a number into different bonds.
- Encourage your child to make components of different numbers.
   key words:

Number bonds





Draw objects to get the given number, then complete:









$$5 = 3 + 2$$















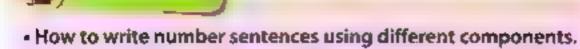
Encourage your child to use families of numbers to complete the missing numbers in addition sentences.





# Complete the number sentences using different components:





How to decompose quantities within 10 into two parts.







# 



Today is the 100th day of school, we are going to celebrate this day by doing some fun activities

									$\overline{}$	
	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	20
-	21	22	23	24	25	26	27	28	29	30
	31	32	33	34	35	36	37	38	39	40
	41	42	43	44	45	46	47	48	49	50
	51	52	53	54	55	56	57	58	59	60
	61	62	63	64	65	66	67	68	69	70
ľ	71	72	73	74	75	76	77	78	79	80
	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100

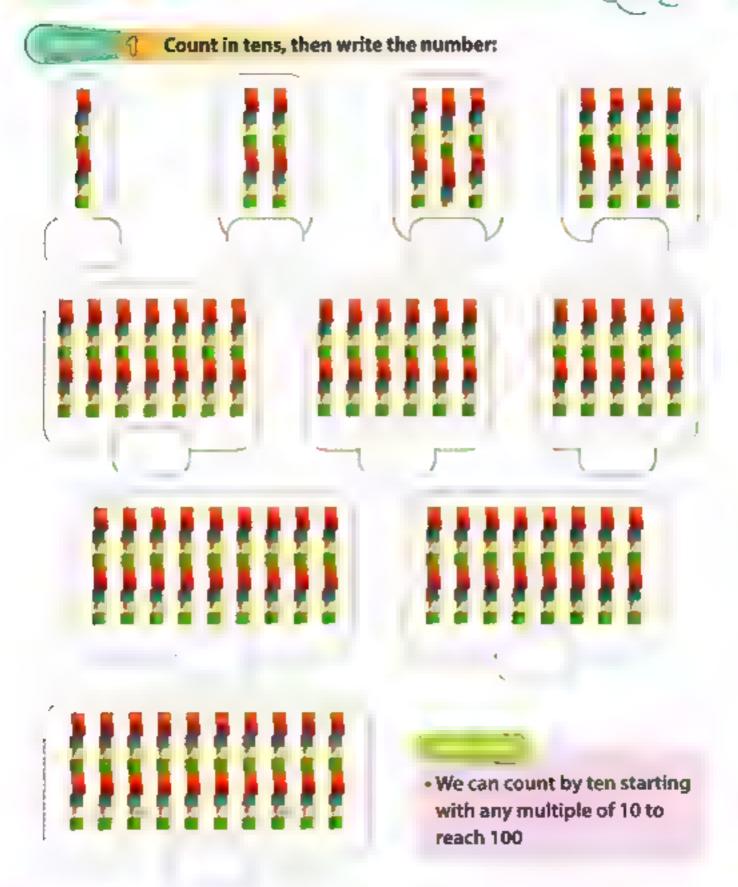
Happy 100<sup>th</sup> day of school





- Let your child count 100 days of school in calendar and ask him/her to circle the hundred day.
- Invite your child to count 100 days of school by using hundred chart and encourage him/her.







Parents' Tips:

Encourage your child to make some practices about counting by tens.





# 2

# Draw using 100 to complete reaching 100:

10 10 10 10

10 10 10 10

10 10 10 10

10

10 10 10 10

**@ @** 

**@ @ @** 

40 + 60 = 100

50 + = 100

80 + = 100

10 10 10 10

10 10 10 10

10

10 10 10

10 10

90 + = 100

30 + = 100

20 + = 100

# 3

## Color the correct circle:

20+50

85 + 10

80 - 40

75

30

70

15 95

90

30

50 40

90 + 10

70+30

60 - 20

80

100

70

100

40

20

30

80

40



Let your child complete counting by 10 starting with any multiple of ten to reach 100.





# Count in ones and tens, then compare using (<, >, =):



- How to count in tens up to 100 (10, 20, 30, 40, 50, 60,....., 100).
- How to represent quantities up to 100.







# Subtract using the place value:









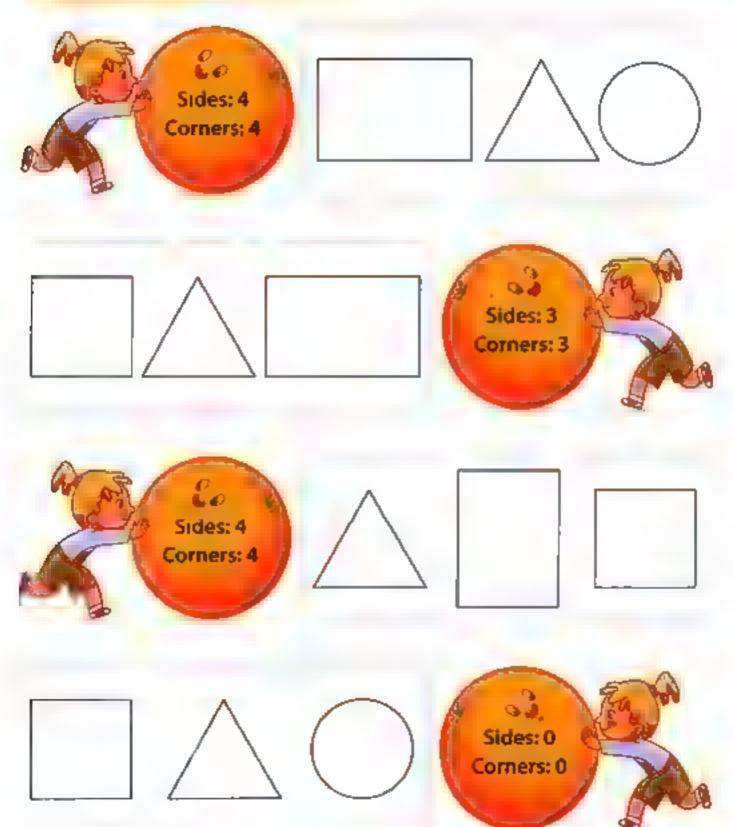






2

Color the shapes in each row according to the number of sides and corners:





# Name each solid in each row, then circle the objects that are alike:







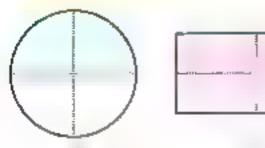


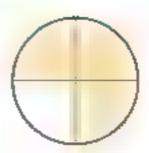














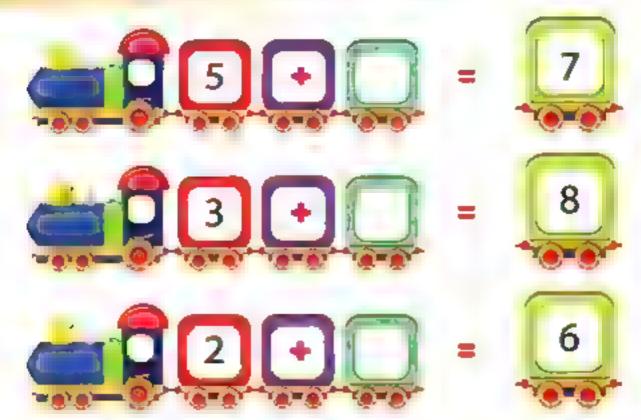
3 fourths

1 quarter

One half

One whole

# S Complete the addition sentence to get the number:





# ) Complete:



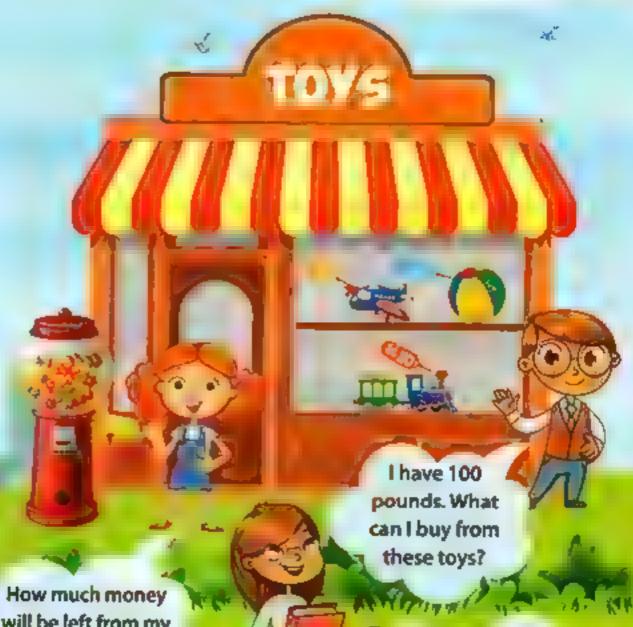


# Connect dots to form the horse





# Warm up



How much money
will be left from my
10 pounds if
I bought 6 gumballs?

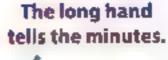
This is what we will learn on this chapter.



# Identifying the time

# **Analog clock**

The short hand tells the hours.











l get up at 7 g'clock a m.



i go to bed at 7 o'clock p.m.

# Digital clock

Hours









- The day has 24 hours.
- The time in the morning is defined by 7 a m.
- The time in the afternoon is defined by 7 p.m.



#### **Pally Practice:**

- invite your child to look at the clock in his/her room and ask him/her to tell you the time in hours.
- Discuss the times of daily activities with your child.
   Key words:

Clock Hour-O'clock





# Activity (1 Match:





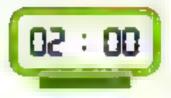






















Parents' Tips:

Help your child recognize the time by using different types of the clock.







## Tell the time:



What does the clock say?



it says two o'clock.



What does the watch say?



it says o'clock.



What does the clock say?



It says o'clock.

# Addivity (3)



# Fill in the digital clocks:





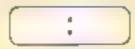












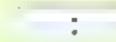
fou	ro	'ck	ock
100	. ~		

nine o'clock

twelve o'clock

five o'clock











Mistely

- Encourage your child to tell the time by using a clock or a watch.
- Ensure that your child can tell the time using different types of the clock. Key words:







y (4)

# Draw the two hands the given time:



of each clock according to

#### Get up



Go to school



6:00



#### Do homework



Play with friends



5:00



#### Take a bath



Go to bed



8:00







#### Parents' Tips:

 Give your child many cards, each card carries a drawn clock without hands and assist him/her to draw the hands of each clock.





# (Activity (3) Match:



















#### Parents' Tips:

 Help your child read the time by using different types of clock and ask him/her to match equal times of them.



#### Activity (6) Tell the time and draw the two hands in each clock:



I get up at 6 o'clock.



I go to school at o'clock.





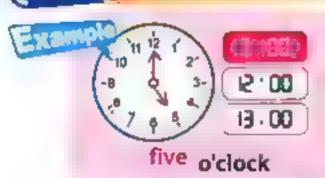
l eat lunch at o'clock.





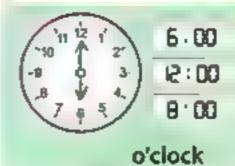
I go to bed at o'clock.

# Astivity 7 Color the correct time, then read it:











Parents' Tips:

 Let your child recognize the activities of the daily routine and the time of each activity, then ask him/her to draw the hands of the clock to show the time of each activity.





## Activity (3 Look at the pictures, then complete:





- Hanan goes to bed at o'clock.
- Sherif goes to bed at o'clock.
- goes to bed earlier than



- How to identify the times of doing daily activities.
- How to tell and write time in hours.
- Recognizing different kinds of clocks (analog clock, digital clock, watch, etc).









# Adding and subtracting mentally

- We add or subtract in ones by moving across the chart.
- We add or subtract in tens by moving up or down the chart.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
	72								
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

19 - 9
Start with 19
and move
backwards
9 steps, you will
reach 10.

17 + 20
Start with 17
and move
down 2 rows,
you will
reach 37.

## Autivity (1)

Use the hundred chart to add and subtract, then circle the correct answer:

12	10	57	30
	4	+-	20
4	8	77	10

64	20
- =	30
34	45



Daily Practice:

Invite your child to count the days which he/she has been in school and ask him/her to draw
a circle around the day he/she passed in the hundred chart.
 Key words:

Addition - Subtraction Mental math

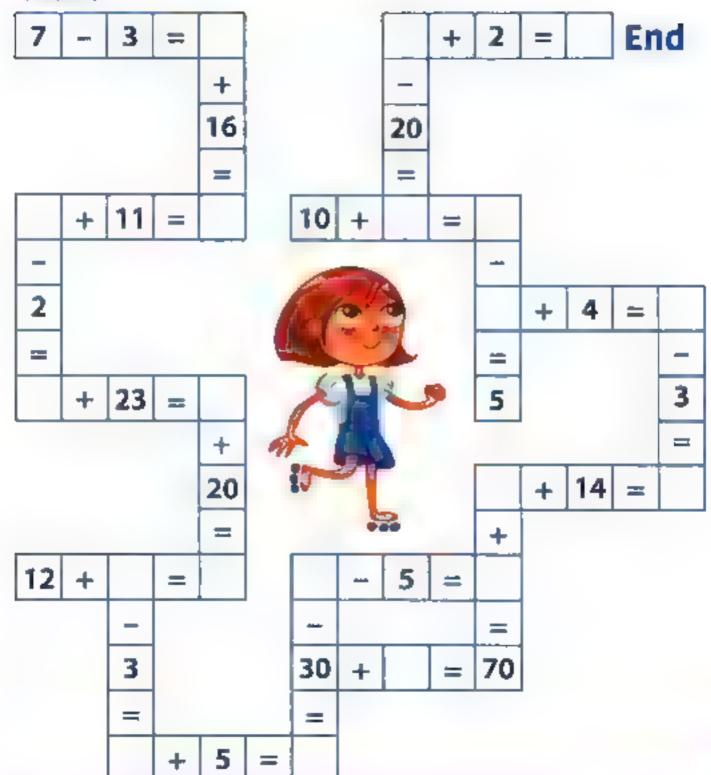




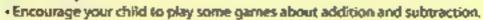


#### Complete the missing numbers using 100 chart:

# Start







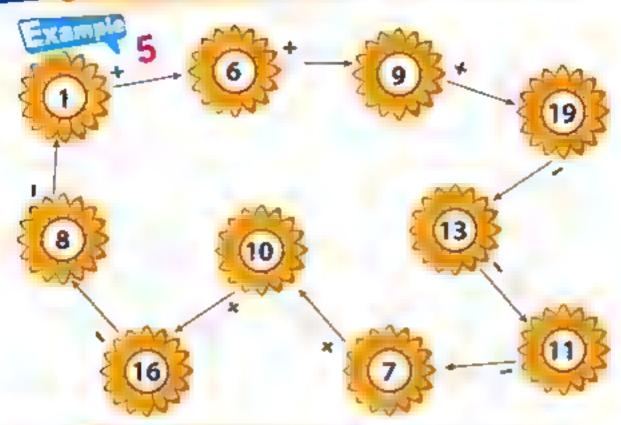








#### Complete the missing numbers with addition or subtraction:





# Match between the numbers by forming addition or subtraction arrows to complete the game:





#### Parents' Tips:

- Encourage your child to add and subtract numbers using mental math.
- Assist your child to play the game of number up and down starting from any number and add or subtract according to arrows and signs.







Write numbers between 1 and 20 in the circles, then write the relation between them using (+ or -):



How to use mental math to solve addition and subtraction problems.







# Addition and subtraction using amounts of money

#### L.E. 1









L.E. 10

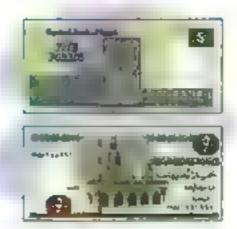


L.E. 50





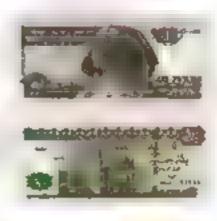
L.E. 5



L.E. 20



L.E. 100





#### Daily Practice:

- Encourage your child to count days of school he/she has spent and ask him/ her to draw
  a circle around the day he/she passed in the calendar.
- Let your child recognize different notes of money and add three amounts.







## Circle the notes of money which you need to buy each object:













 Encourage your child to calculate some amounts of money which he/she needs to buy some objects.





#### **Activity**



# Write the amount of money, then match the equal amounts:



L.E.



L.E.



L.E.



L.E.



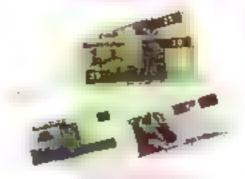
L.E.



L.E,



L.E



L.E.



Parents' Tips:

· Encourage your child to match equal amounts of money.





he get?

# Activity 8 Read and answer:

Hamada has the opposite amount of money. He wants to buy a toy for L.E. 56.
How much change will



•The change which he will get = L.E.

- L.E.

= L.E.

Tamer has 85 pounds and Hany has 60 pounds.

Find the difference between the two amounts of money.



•The difference between the two amounts = pounds = pounds

Noha had L.E. 74, she bought a dress for L.E. 52.

How much money will be left with her?

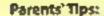


•The money will be left with Noha = L.E.

-- L.E.

- L.E.





Let your child calculate the amounts of money to buy some objects.

Assist him/her to know how to calculate the difference between two amounts of money.







#### Observe the following items, then draw a circle to choose:









 Nora bought a sea bucket, how much money would be left with her if she had L.E. 80?

L.E. 10

LE 55

L.E. 38

- Anas spent exactly L.E. 67, he bought two items. Circle the two items he bought.
  - Ball and sunglasses
     L.E. 55 + L.E. 42
- Umbrella and sunglasses L.E. 25 + L.E. 42
- ball and umbrella
   L.E. 55 + L.E. 25
- Rasha had only L.E. 40, which item can she buy?









Parents' Tips:

Guide your child to read carefully each story to find the result.







#### Draw the amount of money as shown, then cross out to find the change:

50



Sara had L.E. 50. She bought a necklace for LE. 35.











The change is L.E. 15

Ramy had L.E. 75. He bought a toy for L.E. 20.

The change is

Rania had L.E. 100. She bought a bag for L.E. 40.

Aly had L.E. 59. He bought a sandwich for L.E. 25.

The change is

The change is

Ayman had L.E. 64. He bought juice for L.E. 4.

Noha had L.E. 88. She bought a book for L.E. 40.

The change is

The change is

Ensure that your child can calculate the amounts of money and know how to spend them,



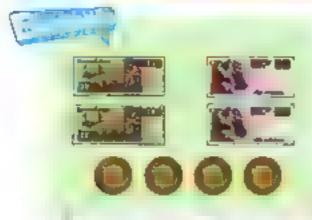




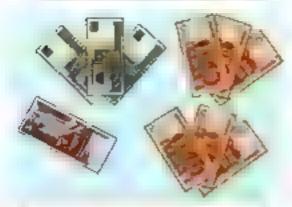




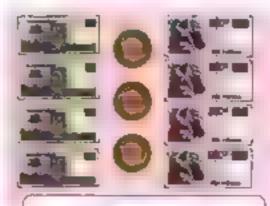
#### Find the total amount of money:



Total money: L.E. 64



Total money: L.E.



Total money: L.E.



Total money: L.E.

# Assivity Find the amount of money left after buying each object:







L.E.





L.E.





L.E.



#### Parents' Tips:

 Help your child to calculate the money he/she spent and the amount of money left with him/her in the above activity.







#### Draw to represent each amount of money in different ways using cards:



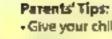
L.E. 85

L.E. 90

L.E. 56

L.E. 48

L.E. 100



 Give your child some notes of money and ask him/her to write each amount and repeat this practice.





#### Anivity (2) Count the amount of money in each money box, then complete:



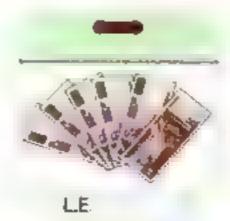




The 6 money boxes have an equal amount of money which is L.E.









- How to add and subtract using amounts of money.
- How to create one amount of money using different notes.







# Composing and decomposing the number 10

## Observe the components of the number 10





Only Practice:
Invite your child to count the days of school he/she has been and ask him/her to draw a circle around the day he/she passed in calendar.
Let your child recognize components of 10.
Key words:

Composing - Decomposing





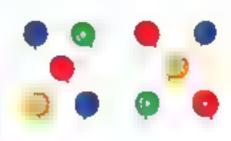




# Activity (2) Add the objects in each figure, then complete:



$$8 + 2 = 10$$



$$+5 = 10$$



$$+10 = 10$$





Parents' Tips:



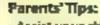
Encourage your child to do some practice about adding two numbers to make 10 and ensure that he/she can write the number sentences of 10.

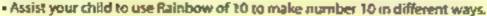


# (Activity (3) Draw banknotes to make L.E. 10 using [ 1 ]:

# Observe the rainbow and complete:















How many more balls to have 10?



. 000

How many more balls to have 10?



How many more balls to have 107



- Recognizing the components of the number 10.
- How to compose and decompose the number 10.





- 0 + 10
- 1 + 9
- 2 + 8
- 3 + 7
- 4 + 6
- 5 + 5







# Making 10 to add



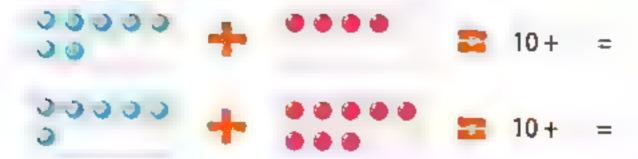
Move 1 counter from the second ten frame to the first ten frame to make number 10



I can compose 10 to solve addition problems quicker and easier.



#### Fill one of ten frames to add easily and complete:



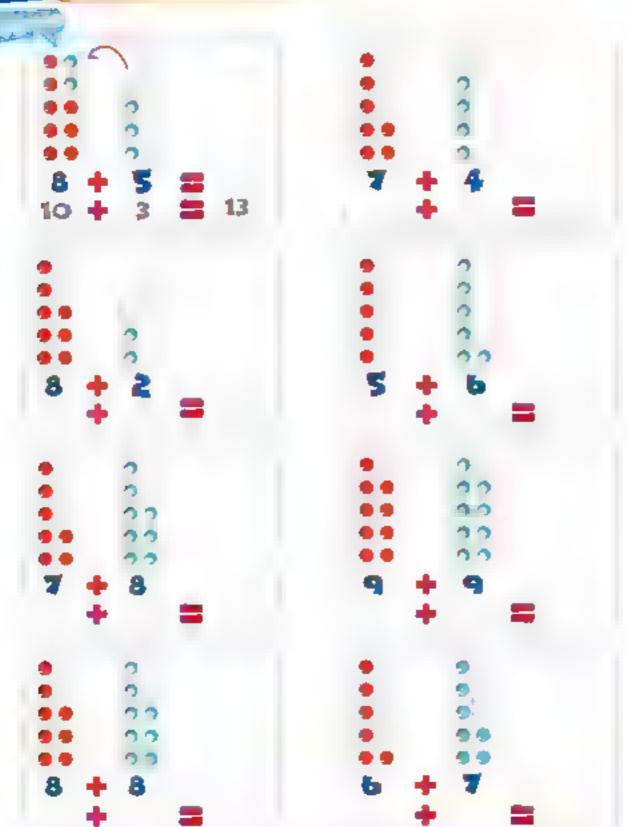


#### **Daily Practice:**

 Encourage your child to count days of school he/she has spent and ask him/her to draw a circle around the day he/she passed in the calendar.



# (Activity (2) Compose 10 and add:





Parents' Tips:

Discuss with your child how to use ten frames and counters for solving addition problems
easier and quicker, then let him/her solve some problems.





# Add, then match: 0









 Help your child use ten frames and counters for making 10 to add easily, then ask him/her to match equal results of addition.



## Activity 4 Draw objects in ten frames to get the result:

#### Activity B Add to make 10 by coloring:

$$\bigcirc$$



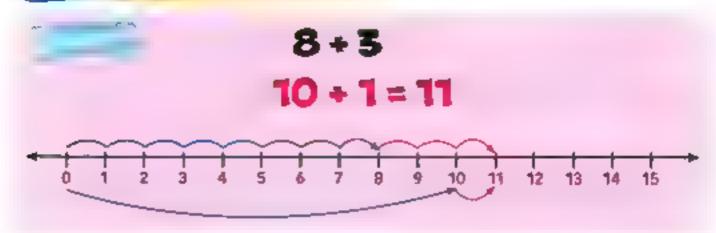
#### Parents' Tips:

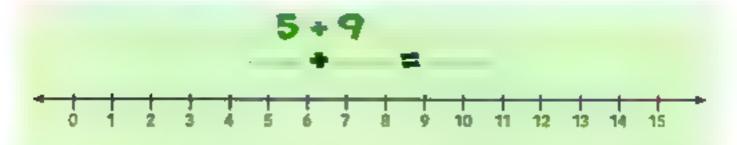
 Ensure that your child has learned how to use ten frames and counters to make 10 for solving addition problems easier and quicker.

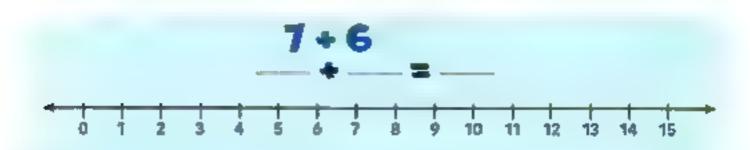


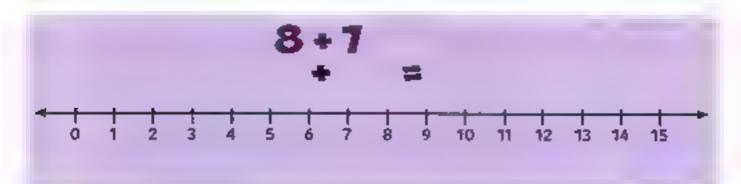


# Activity (6) Make 10 to add using the number line:













Help your child use the number line to help him/her to make 10 for solving problems.



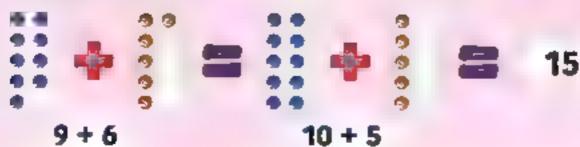
# Activity: 7 Add by making 10 to complete the missing:

#### Activity (3 Add by making 10, then compare using (> , < or =):





 How to compose the number 10 to solve addition problems quicker and easier:









# General Activities on Chapter



#### Write the time of each activity:

#### I make my bed at:



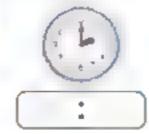


I go to school at:



I go back home at:





Leat dinner at:





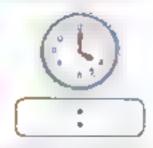
#### eat breakfast at:





I do homework at:





leat lunch at:





I take a bath at:





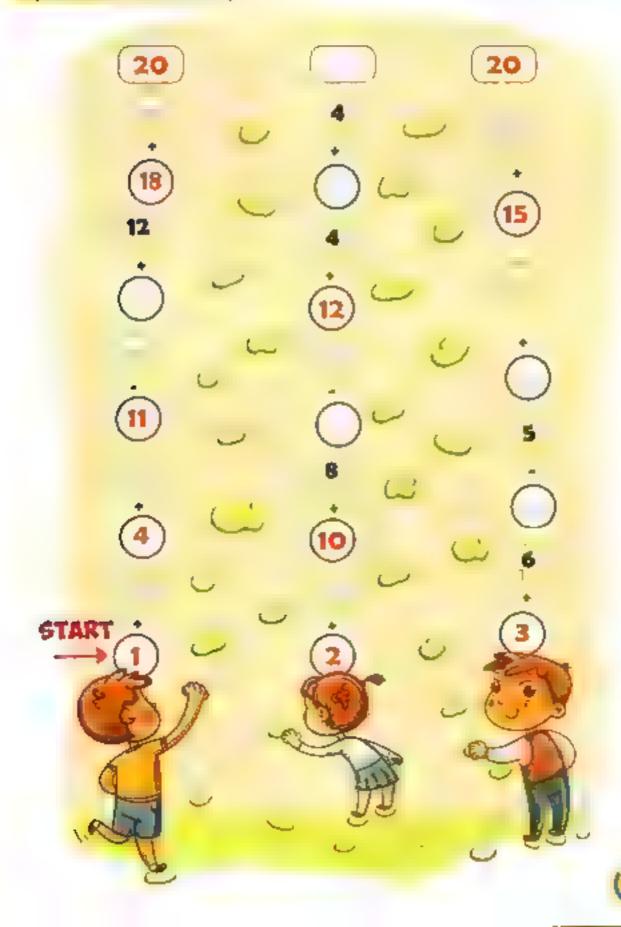
I go to bed at:





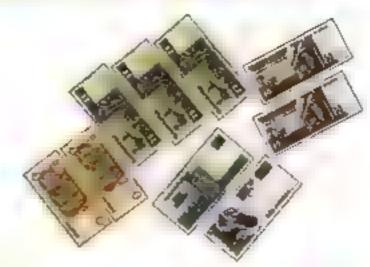


# Add and subtract to complete the missing numbers, (visit each circle once):









#### (1) Read and answer:

 Rana has 95 pounds, she wants to buy the opposite objects.

How much money will be left with her?



•The left money = pounds

pounds and

pounds

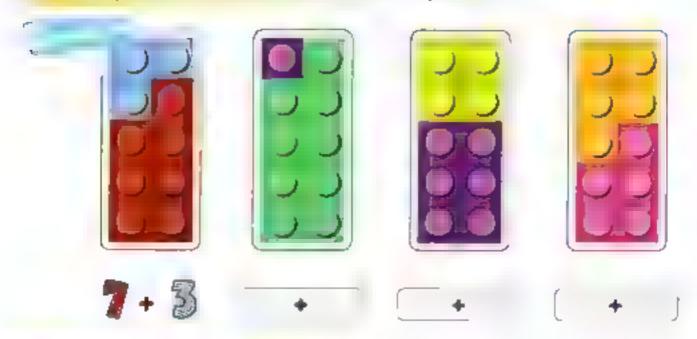
 Yassin wants to buy a watch for L.E. 30 and a hat for L.E. 21.

How much money will he pay for the watch and the hat?

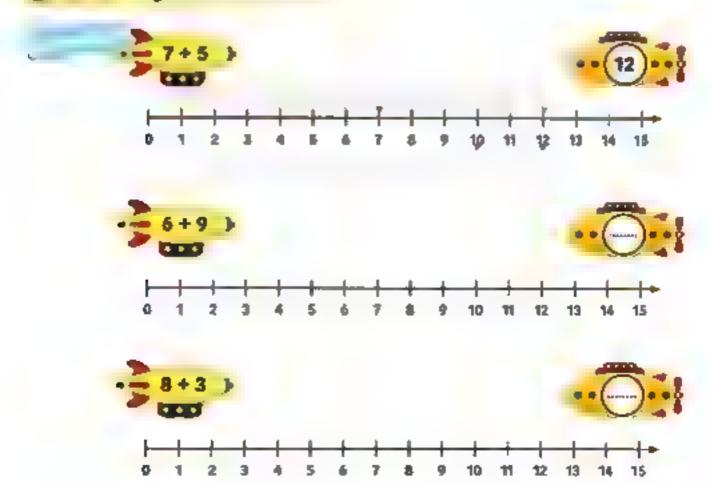




#### Complete the number sentence to compose 10:



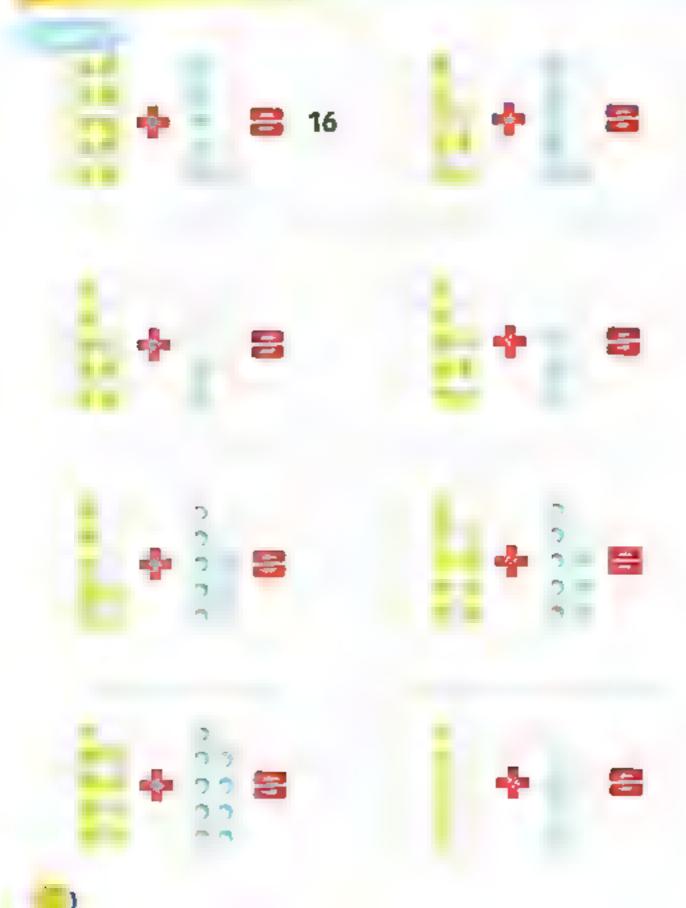
#### Add using the number line:







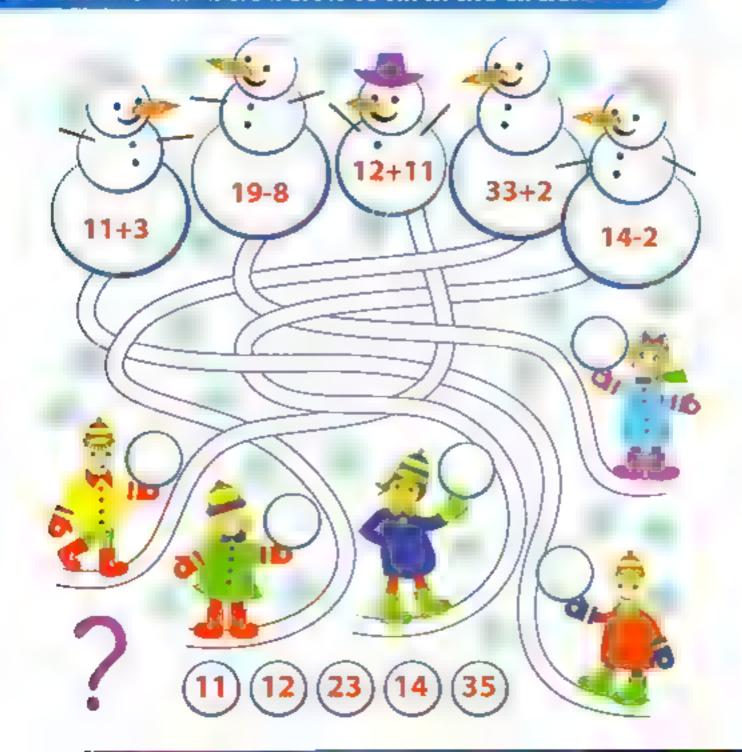
## 7 Make 10 to add and complete:

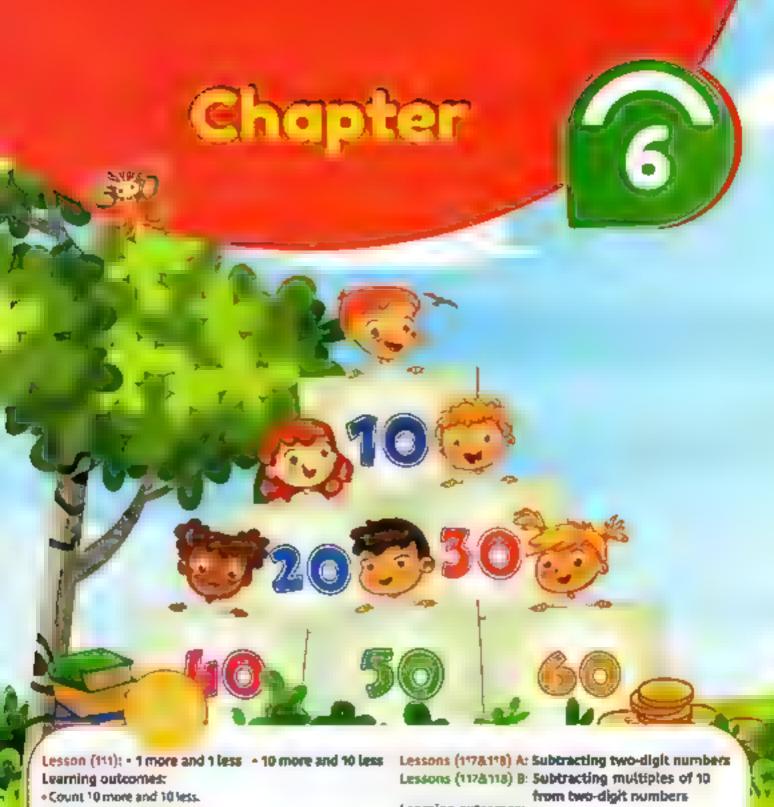




# Who made each snowman?

# Use the numbers below to fill in the circle.





Count 1 more and 1 less.

Lessons (112&113): Adding two-digit number and one-digit number

Add two-digit number and one-digit number.

Lessons (114&115) A: Adding 2-digit numbers

cessons (1148:115) B: Adding multiples of 10 to 2-digit.

#### Learning outcomes:

- Learn how to add two-digit numbers.
- Learn how to add multiples of 10 to 2-digit numbers.

Lesson (116) A: Number sequence

Lesson (116) B: The value and the place value

#### Learning outcomes:

- Learn how to write the numbers in a sequence.
- Determine the value and the place value.

#### Learning outcomes:

- · Review on subtracting two-digit numbers.
- Review on subtracting multiples of 10 from 2-digit numbers.

Lesson (119): The relationship between addition and subtraction

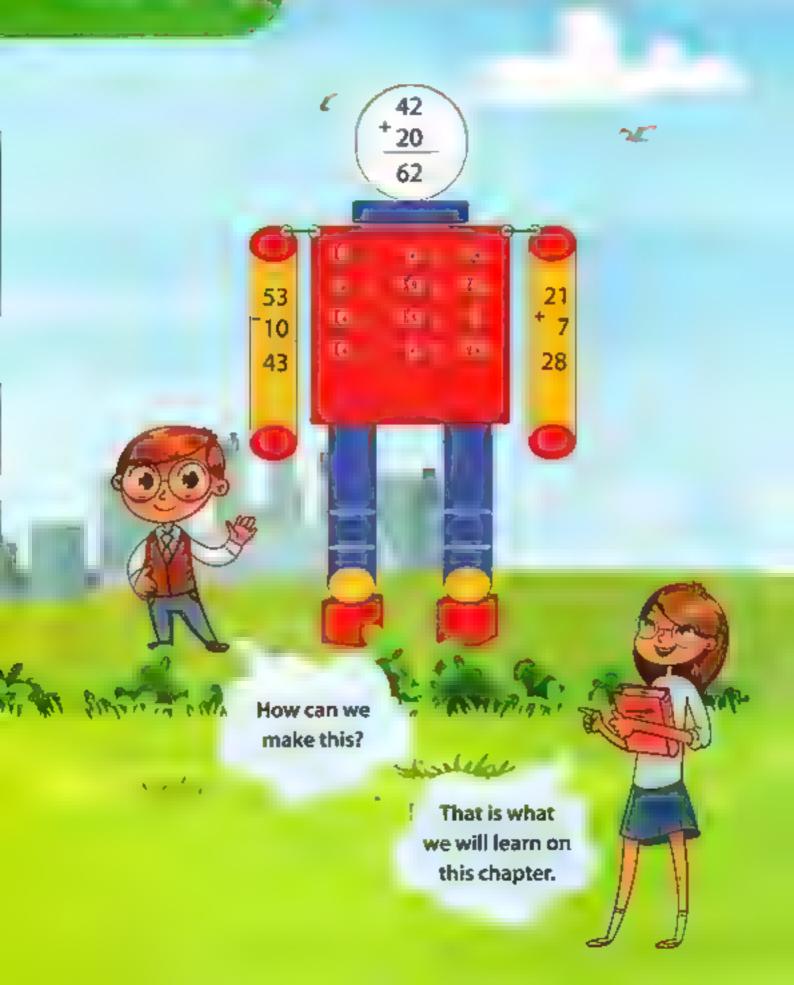
#### Learning outcomes:

 Learn how to add and subtract using the relation between addition and subtraction.

Lesson (120): Revision

#### Learning outcomes:

Review on shapes, review on money and review on time.





# 1 more and 10 less

	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	20
10 tess	21	22	23	24	25	26	27	28	29	30
16	31	32	33	34	35	36	37	38	39	40
1 less 25 ← 26 → 27 1 more	41	42	43	44	45	46	47	48	49	50
1 (633 20 1 20 1 21 1 1 1 1 1	51	52	53	54	55	56	<b>57</b>	58	59	60
36	61	62	63	64	65	66	67	68	69	70
10 more	71	72	73	74	75	76	77	78	79	80
	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100

16 is 10 less than 26

36 is 10 more than 26

25 is 1 less than 26

27 is 1 more than 26



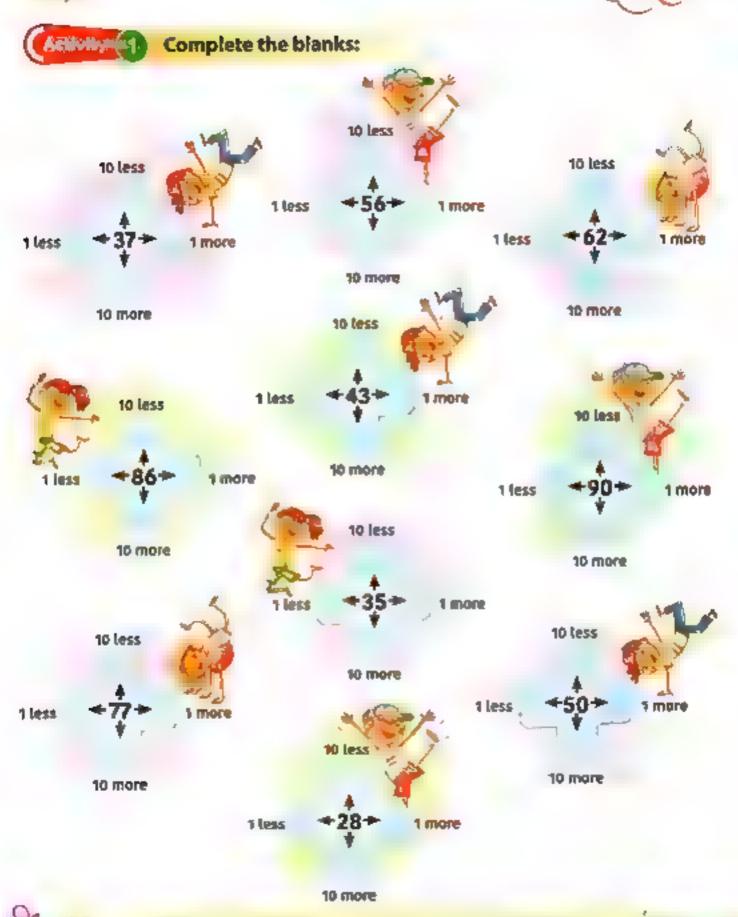


Daily Practice:

Let your child recognize components of 10.

Invite your child to count the days of school he/she has spent and ask him/her to draw
a circle around the day he/she passed in the calendar.

Lesson 111



Parents' Tips:

Help your child find numbers which are 10 more than and 10 less than a given number.







#### Observe the number of crayons in the box, then answer:



- How many crayons are there in 2 boxes? | 20
- · How many crayons are there in 4 boxes?



• How many crayons are there in 7 boxes?







#### Match:

A number that is 10 more than





A number that is 1 less than





A number that is 1 less than







- How to identify 1 more and 1 less than a number.
- How to identify 10 more and 10 less than a number.









# Adding two-digit number and one-digit number

#### To add 25 and 4



We start by adding the ones digit, then we write the tens digit as the same.



Daily Practice:

Invite your child to count the days of school he/she has spent and ask him/her to draw a circle around the day he/she passed in the calendar.

Help your child add two-digit numbers.

One-digit number - Two-digit number







#### Count by tens and ones, then find the result:











8 E















#### Find the result:

$$23 + 5 =$$

$$62 + 6 =$$

$$34 + 3 =$$

$$7 + 41 =$$

$$8 + 50 =$$







#### Complete the missing:

$$21 + = 28$$

$$--+37=38$$

$$43 + = 47$$

$$+ 46 = 49$$

$$+$$
 52 = 58



#### Find the result:



### Came 5

#### Find the missing digit:



Parents' Tips:

Help your child discover the missing digit in each addition operation.







Observe the race and answer, then color the square of the result:



## Race to 100 !!

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

21

40 39 38 37 36 35 34 33 32 31 30 29 28 27 26 25 24 23 22

41

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59

61

90 79 78 77 76 75 74 73 72 71 70 69 68 67 66 65 64 63 62

81

82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Start with 13 and add 5 the result is

Start with 19 and add 6 the result is Start with 9 and add 3 the result is

Start with 60 and add 5 the result is Start with 71 and add 8 the result is Start with 52 and add 7 the result is



#### learned

How to add two-digit number and one digit number.









### A Adding 2-digit numbers



First : Add the ones digits (2+1=3)

Second: Add the tens digits (4+5=9)



#### Add:









- Invite your child to count the days of school he/she has spent and ask him/her to draw a circle around the day he/she passed in the calendar.
- Help your child add two-digit numbers.







#### Add, then match:



11 + 23



15 + 30

14 + 42



22 + 12

11 + 15



24 + 32

10 + 35



10 + 16

#### Parents' Tips:

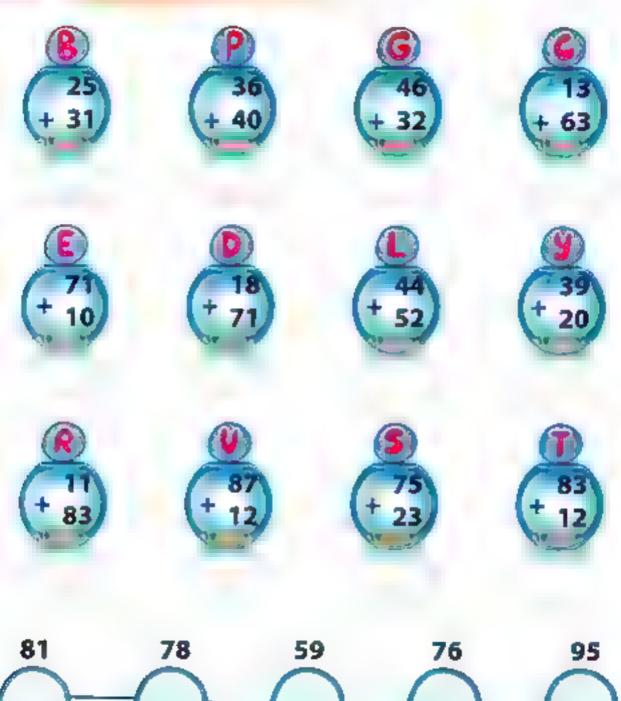
Invite your child to solve some problems about addition of two-digit numbers.







## Add to find the letters that spell out the hidden word, then write it:



#### The hidden word is



Parents' Tips:

Ensure that your child can solve addition problems of two-digit numbers easily.







Find the result of each addition problem, then color in the hundred chart according to the key:



### **COLOR IN BLUE**





$$4 + 36 =$$

$$24 + 25 = ($$

$$15 + 14 =$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### **COLOR IN GREEN**

$$45 + 43 =$$

$$52 + 23 =$$

$$16 + 43 =$$

$$32 + 37 =$$

$$37 + 52 =$$

$$44 + 53 =$$







### (B) Adding multiples of 10 to 2-digit numbers



To add a multiple of 10 to a 2-digit number

: write the ones digit of the number

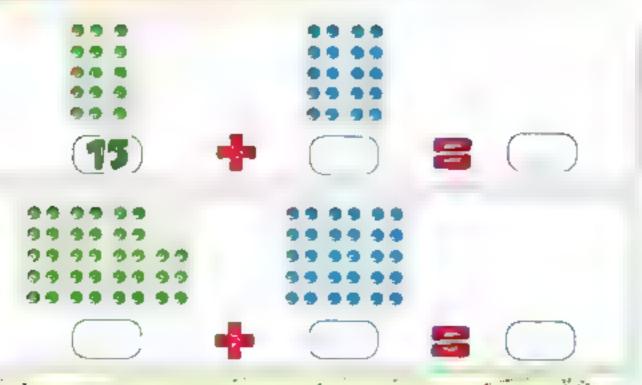
as the same (4 + 0 = 4)

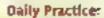
Second: Add the tens digits (2 + 1 = 3)

Note that

To add any number to zero the result will be the same number.

Complete the missing numbers, then add:





- Invite your child to count the days of school he/she has spent and ask him/ her to draw a circle around the day he/she passed in the calendar.
- Help your child to add 2-digit numbers to multiples of 10.







#### Activities 6 Add then color the result of the following in the 100 chart:

Move from the number
 21 downward 3 ranks
 that means

Move 2 ranks from 34
 downward that means
 34 + 20 =

- Move 4 ranks downward from the number 45 that means

1	2	3	4	5	6	7	8	9	10	
	12									
21	22	23	24	25	26	27	28	29	30	
31	32	33	34	35	36	37	38	39	40	
41	42	43	44	45	46	47	48	49	50	
51	52	53	54	55	56	57	58	59	60	
61	62	63	64	65	66	67	68	69	70	
71	72	73	74	75	76	77	78	79	80	

81 82 83 84 85 86 87 88 89 90

91 92 93 94 95 96 97 98 99 100,

## (Aintotope 7

#### Complete the missing numbers:

$$43 + 20 =$$

$$40 + 24 =$$

$$31 + = 61$$

$$66 + = 86$$

$$+82 = 92$$

$$+30 = 73$$



### Add, then match:

- How to add two-digit numbers.
- How to add multiples of 10 to 2-digit numbers.







### A Number sequence

#### We can write a group of numbers as a sequence.

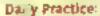


1 2	3	4	5	6	7	8	9	10
-----	---	---	---	---	---	---	---	----

40	20	30	40	50	60	70	RO	90	100
IU	20	-90	70	24	40		VV	/4	

#### Fill in the missing numbers to make each sequence:





- invite your child to count the days of school he/she has spent and ask him/ her to draw a circle around the day he/she passed in the calendar.
- Help your child to form a pattern.

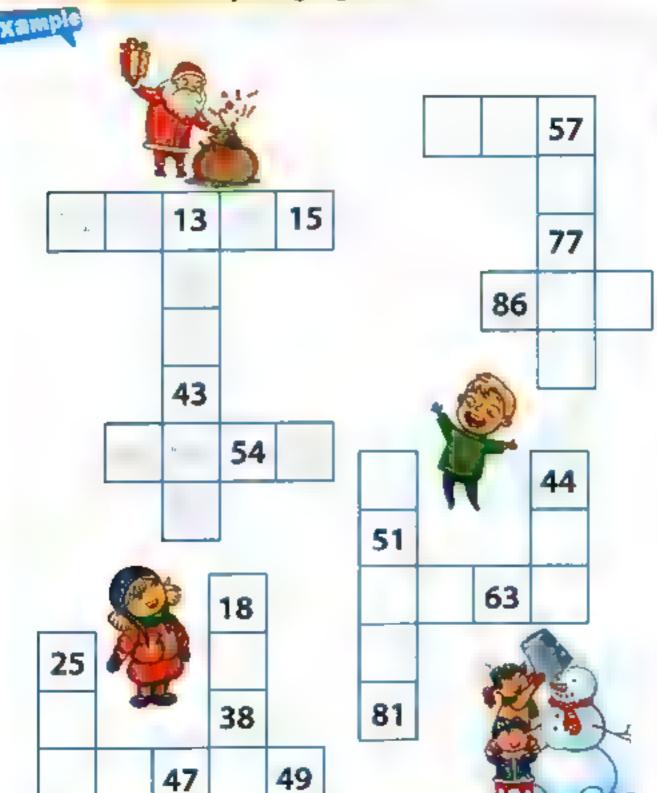




90



Fill in the missing numbers, count by tens going up or down and count by ones going across:





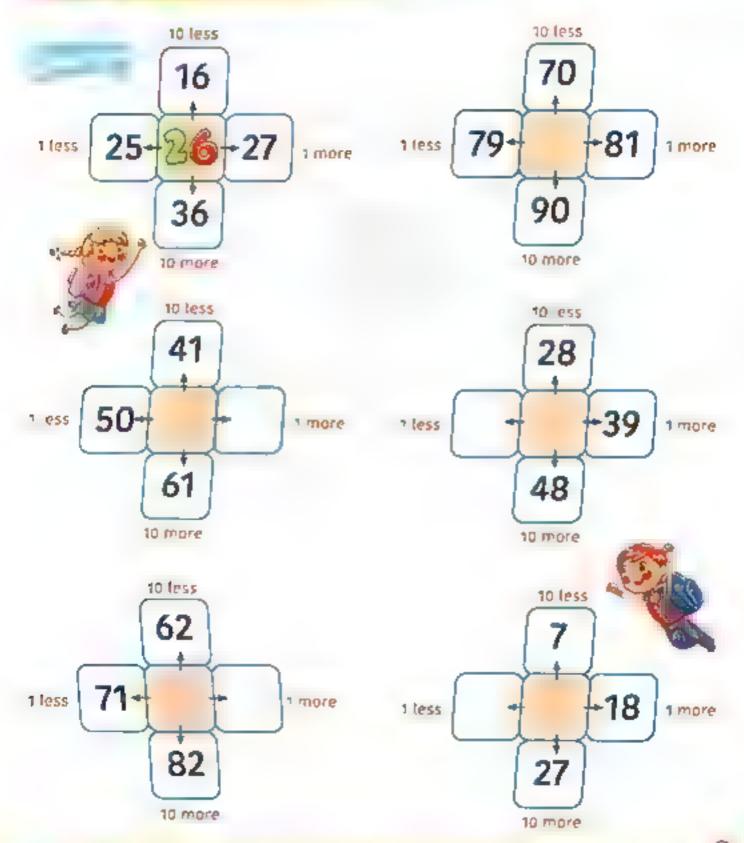
 Help your child complete some sequences of numbers using the 100 hundred chart by finding 1 less, 1 more, 10 less and 10 more.





## (Authority 3

#### Complete the missing numbers:





 Help your child complete some sequences of numbers using the hundred chart by finding 1 less, 1 more, 10 less and 10 more.

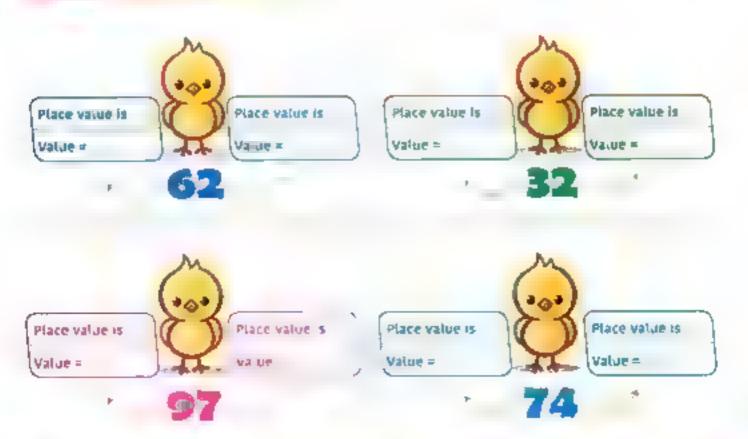




### 159 Par Line Com Com Property Com Value









Daily Practice:

Give your child a two-digit number and ask him/her to write each digit in its place ( tens or ones).
 Key words.

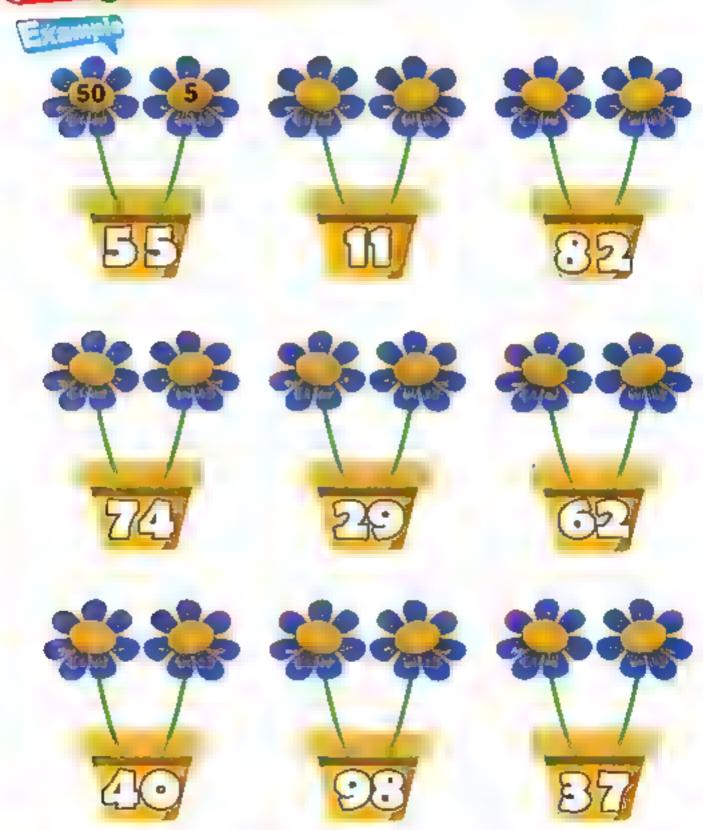
Value Place value

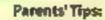




### (Addition 5)

#### Write the value of each digit in the following numbers:



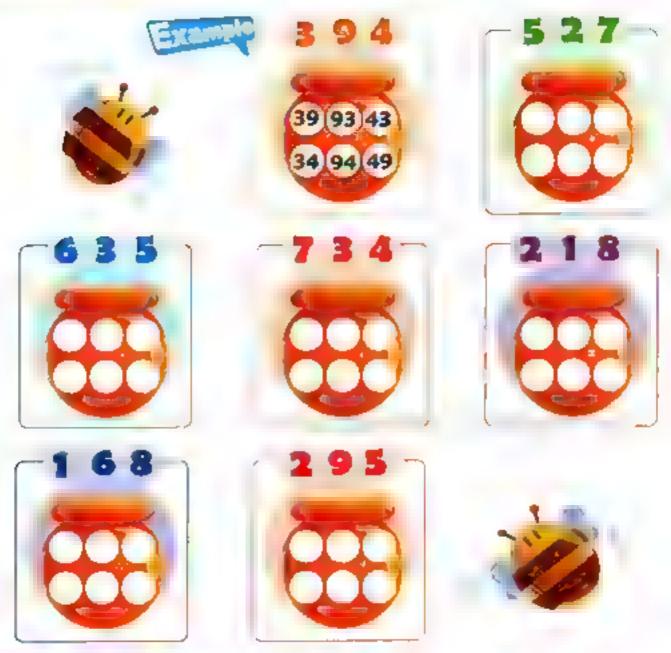


 Give your child a number of two-digit numbers and ask him/her to write the value of each digit for each number.





Write all the different two digit-numbers using the three numbers given in each of the following:





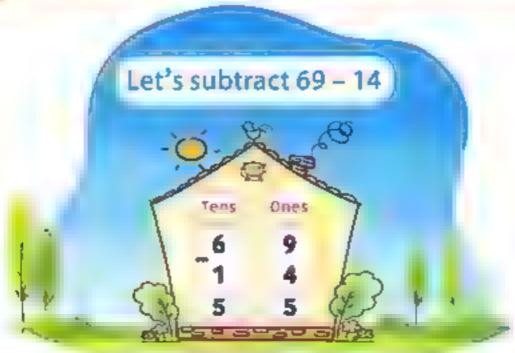
- How to create a number sequence.
- How to determine the value and the place value.
- How to decompose the 2-digit number into tens and ones.







### EN SUDFICIENT TO A SUPERIORS



First : Subtract ones digits (9-4=5)

Second: Subtract tens digits (6-1=5)



### Subtract the two-digit numbers, then circle the correct answer:



13 69 32



24 18 14



7 25 56



30 24 66



20 73 60



22 77 11



bally Practice:

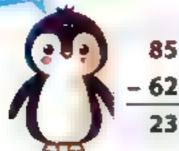
 Invite your child to count the days of school he/she has spent and ask him/her to draw a circle around the day he/she passed in the calendar.





#### Write the subtraction problems in the boxes, then solve:

85 and 62



48 and 23



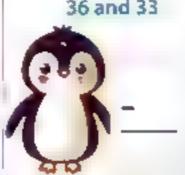
97 and 15



75 and 10



36 and 33



74 and 62



#### Find the result:

$$86 - 25 =$$

$$55 - 24 =$$

$$45 - 23 =$$

$$56 - 12 =$$

$$74 - 31 =$$

$$88 - 35 =$$



Parents' Tips:

Ensure that your child can write the subtraction sentences between two-digit numbers.





### B Subtracting multiples of 10 from two-digit numbers

#### TO SUBTRACT 20 FROM 42



To subtract a multiple of 10 from a 2-digit number

: Write the ones digit of the number as First

the same (2 - 0 = 2)

Second: Subtract the tens digit (4-2=2)

	_
Tons	Ones
	2
4	4

#### Note that

When we subtract zero from any number the result will be the same number.





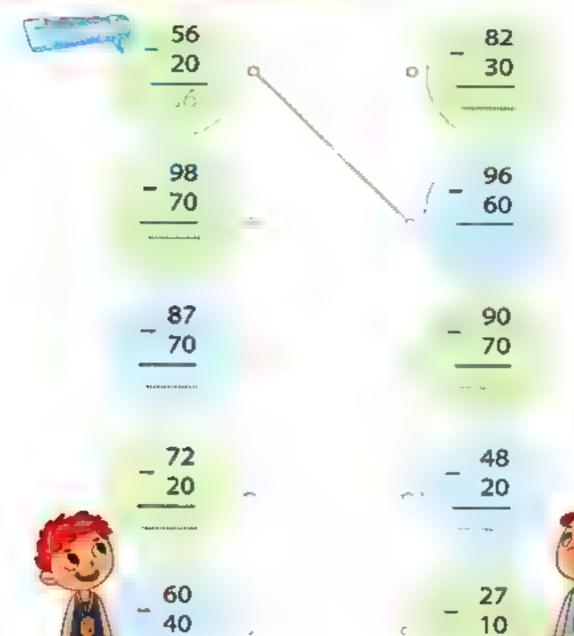
Dally Practice:

 Invite your child to count the days of school he/she has spent and ask him/her to draw a circle. around the day he/she passed in the hundred chart.





#### Find the difference, then match the equal results:







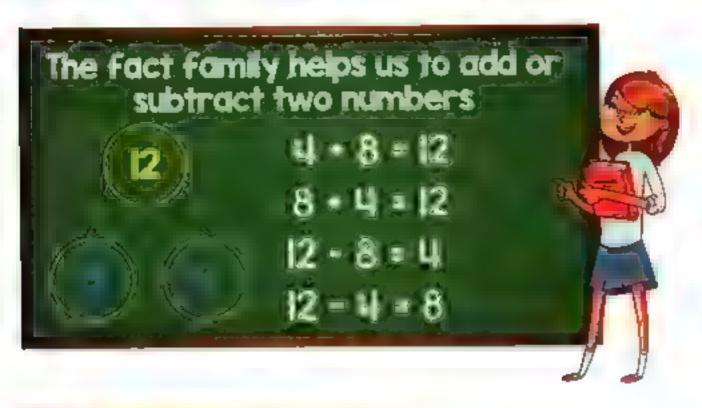
- How to subtract 2-digit numbers.
- How to subtract multiples of 10 from 2-digit numbers.







# The relationship between addition and subtraction





#### Determine the missing numbers:



12	+			17
	+	12		17
		12		5
17	-		3	12
denni	anni j	of item	Jun 1	
6666	-	H		
	17	12 +	+ 12	+ 12 =

e		+	13		16
	3	+		=	16
	16	-	13	35	
6	16	-		$\Rightarrow$	13_
6	atema atema		37		

1	11	+		3	18
		+	17		18
1	18	_	11		
( and 100)	18			=	11
	The state of the s	-	ic	F	





- Invite your child to count the days of school he/she has spent and ask him/her to draw
  a circle around the day he/she passed in the calendar
- · Let your child recognize components of 10.





#### Complete the missing numbers in the following fact families:

11	17	12
		3
5 + 6 =	7 + 10 =	3 + = 12
÷ 5 = 11	10 💠 👛 17	<b>+</b> 3 <b>E</b> 12
11 🕶 👛 6	17 - 10 =	12 - 3 =
11 = 6 =	17 - = 10	12 - 3
	14	
7 8	6	5 4
<b>+</b> 7 <b>=</b> 15	<b>+</b> 6 <b>≡</b> 14	5 + 4 =
7 + = 15	6 + 2 14	+ 5 = 9
15 - 8	14 - 6 =	9 - = 5
15 - 8	14 - = 6	9 - 8 4
(5 0	14 0	7 4
6	13	16
4 ,,	7	9
+ 4 = 6	+ 7 = 13	+ 9 = 16
4 + - 8 6	7 + = 13	9 + = 16
6 - 4 =	13 = = 6	16 - 9 2
6	6 - 7	16 = = 0



Parents' Tips:

· Let your child find the missing numbers using fact family.





### Complete to find the unknown quantity:



 How to use the relationship between addition and subtraction to add and subtract easily.





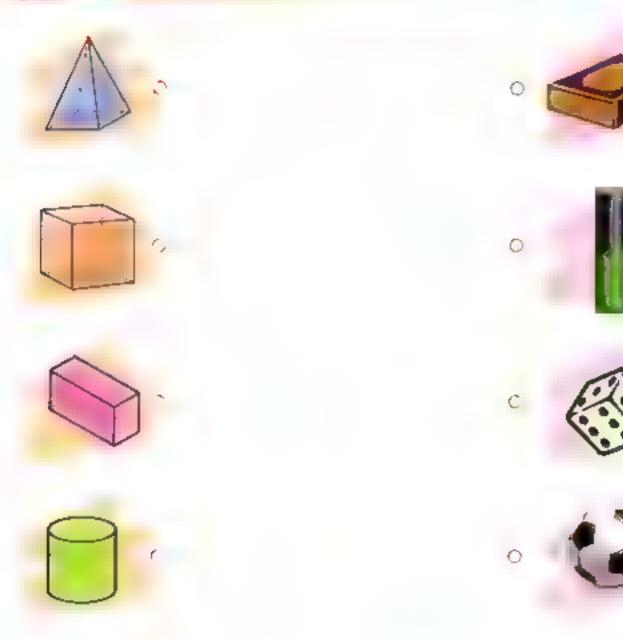




### Revision



#### Join each figure with the shape related to it:





#### Daily Practice:

- Invite your child to count the days of school he/she has been and ask him/her to draw a circle around the day he/she passed in the calendar
- Let your child discover the objects that represent 3D shapes in our environment.







#### How much change will each customer get back?

Hany has



His drink costs:

LE 20



What will his change be?



Hanan has



Her ice cream



What will her change be?



Nada has



Her ball costs:

**LE 13** 



What will her change be?



LE 80

Ola has



Her sandwich costs:

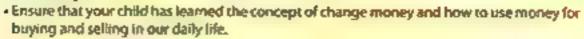


LE 32

What will her change be?











#### Observe the child daily activities and write the number of each picture according to the given activities:







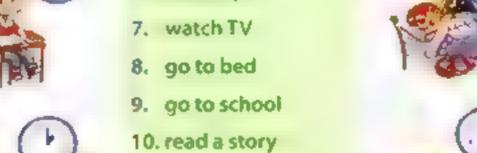


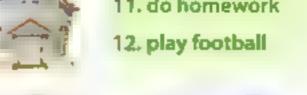
- 1. go home
- 2. have lunch
- have breakfast
- 4. have dinner



- take a bath
- 6 wake up

- 11. do homework















#### Parents' Tips:

 Ensure that your child has learned how to tell time, how to write time and how to know. the times of daily activities.





### Ashiolog 4 Complete:





She Car

- 1 Hana is the
- 2 Youssef is the
- 3 Salma is the
- 4 Nora is the
- 5 Amir is the
- 6 Ali is the
- 7 Omar is the

to the right of Ali.

to the right of Salma.

to the right of Hana.

to the left of Nora.

to the right of Amir.

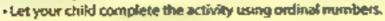
to the left of Youssef.

to the left of Omar.

to the right of Amir.







51



#### Activity 5 Order the numbers:

17 , 20 , 13

48 , 38 , 58

90

80



#### Activity 6 Color the correct word:

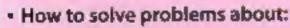












- 1) Shapes and solids 2 Compare and order numbers
- (3) Money

4 Ordinal numbers

(5) Time

- 6 Positions of objects
- How to find a number (1 less, 1 more, 10 less, and 10 more) than a number.



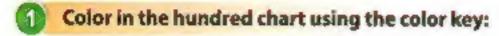




### General Activities on Chapter (6)







## 100 Days of school

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	700



#### Green

- 2 Tens, 8 Ones
- 2 Tens, 9 Ones
- 6 Tens, 0 Ones
- 3 Tens, 8 Ones 4 Tens, 0 Ones
- 5 Tens, 8 Ones

#### Yellow

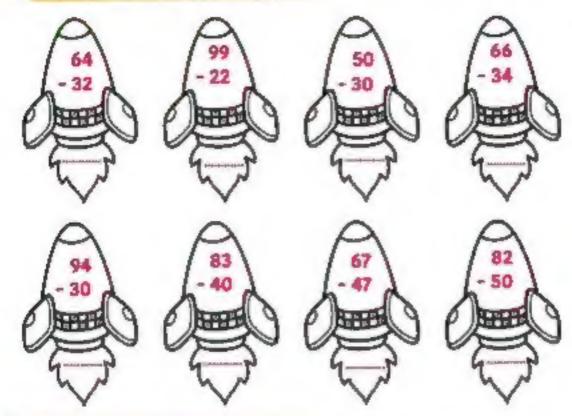
- 2 Tens A Ones
- 2 Tens 5 Ones
- 7 Tens 6 Ones
- 3 Tens 4 Ones
- 9 Tens 6 Ones
- 4 Tens 4 Ones

#### Blue

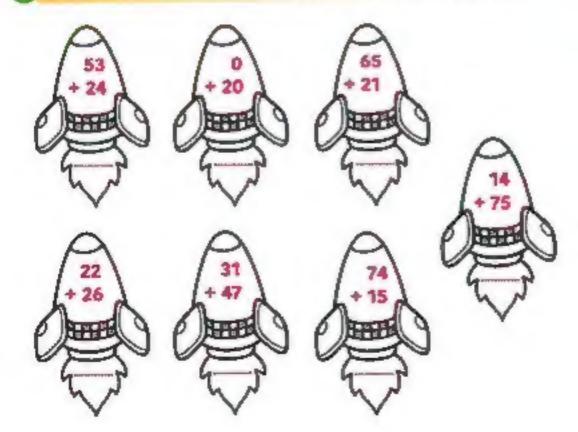
- 2 Tens, 2 Ones
- 3 Tens. 5 Ones
- 4 Tens. 7 Ones
- 5 Tens, 2 Ones
- 6 Tens. 2 Ones
- 8 Tens, 0 Ones



Pind the difference of each two numbers, then color according to the color key:



Find the sum, then color according to the color key:

































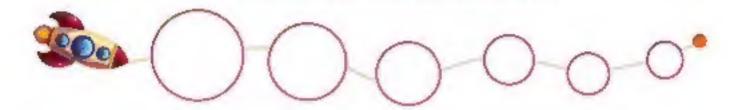






#### Rewrite the following numbers from the greatest to the smallest:

82 96 28 74 80 63



 Rewrite the following numbers from the smallest to the greatest:

12 56 75 65 4 30



Fill in the numbers to complete each number sentence: